ABSTRACT

EDUCATIONAL LEADERSHIP

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EFFECTS OF PARENTAL INVOLVEMENT ON STUDENT ACHIEVEMENT: TRADITIONAL VERSUS THEME SCHOOLS

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Dissertation dated May 2004

The purpose of this study was to investigate the relationship among student achievement and parental involvement, school leadership, effective teaching, and the socioeconomic status of parents. Specifically, it was intended to determine if student achievement was related to parental involvement in theme and traditional schools in a metropolitan school district in Georgia and to determine if there was a significant difference in reading and math scores among fourth grade students as measured by the Criterion-Referenced Test. The sample population for the study consisted of 397 parents from theme and traditional schools. Parents or guardians completed surveys conveying their thoughts to specifically designed questions.

The nine hypotheses of the study were tested using the Statistical Package for the Social Sciences (SPSS) and the procedures used were Frequency, Pearson Correlation, ANOVA, Factor Analysis, and the Regression Statistical procedures. Data revealed that

there is a significant difference between theme schools and traditional schools as related to student achievement. However, there is an inverse relationship in student achievement and parental involvement and it is not relative to school type. The results indicate that free and reduced lunch and school type (theme and traditional) are related to student achievement.

EFFECTS OF PARENTAL INVOLVEMENT ON STUDENT ACHIEVEMENT: TRADITIONAL VERSUS THEME SCHOOLS

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CHAPTER I

INTRODUCTION

The purpose of this study is to investigate the relationship among student achievement and parental involvement, school leadership, effective teaching, and socioeconomic status of parents. Specifically, it is intended to determine if student achievement is related to parental involvement in theme schools and traditional schools in a metropolitan school district in Georgia, and determine if there is a significant difference in reading and math scores among fourth grade students as measured by the Criterion-Referenced Competency Test.

Educators tend to associate high student achievement in schools with the active roles of the parents in the child's education. Therefore, it is necessary to examine the reported level of parental involvement in education, ascertain why some parents are not actively involved in the education of their children and determine what schools can do to increase parental involvement. A child's success in school is affected by the degree to which his or her parents are actively involved in the child's education (Schneider & Coleman, 1993).

Student Achievement as a Problem

Student achievement is a major problem in a metropolitan school system in Georgia. The recent passage of President Bush's *No Child Left Behind Act of 2001*" focuses on improving student achievement. Public schools across the nation must

provide a quality education for every student regardless of race, socioeconomic status or background. Sixty percent of underprivileged fourth graders cannot read at grade level, according to the U. S. Department of Education's National Assessment of Educational Progress (NAEP).

The Georgia Department of Education has examined student achievement as measured by the Criterion Referenced Competency Test and determined several schools in metropolitan school districts in Georgia needs improving. These schools must decrease the number of students performing below standards by at least 5% for 2 years in a row and the schools will be determined as making adequate yearly progress.

Schools listed as "needs improving" for 1 year must provide public school choice, while schools listed as "needs improving" for more than one year must provide both public school choice and supplemental services in the 2002-2003 school year. Recent legislation has also made parents' involvement in their children's education a national priority (Goals 2000 Educate America Act, 1994). Studies have shown a link between some types of parental involvement and student achievement (Epstein, 1992). However, some parents become involved in their children's education and others do not (Grolnick, Benjet, Kurowski, & Apostoleris, 1997).

School System's Approach to Improving Student Achievement

During the last two years, school systems throughout Georgia have been faced with the challenge of improving student achievement. One school system in particular in the metropolitan Atlanta area has implemented several innovative programs to enhance

student achievement. The school system is diverse in terms of culture, economic status, religion, race, and educational background.

The school system's approach to improving student achievement includes the implementation of the following programs.

Early Intervention

Children start school at a designated chronological age, but differ greatly in their individual development and experience. This program is designed to serve students with identified development deficiencies that are likely to result in problems in maintaining a level of performance consistent with expectations for their respective age. The purpose of the EIP program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time.

Reading Recovery

Reading Recovery is a short-term early intervention program. The Reading Recovery program helps the lowest achieving first grade students develop strategies for reading and writing and to reach average levels of classroom performance.

Literacy Collaborative

Literacy Collaborative is a broad-based long-term professional development program that focuses on the successful literacy of every child in the primary grades. It is a program that is committed to good first grade teaching for all children with a goal of

ensuring successful mastery of literacy for every child. It is designed to support a comprehensive literacy program.

Theme Schools

Theme schools provide an additional choice for parents and students that is not restricted by previous academic performance but dependent upon their interest. The theme school program offers high academic standards and expectations, required uniforms, strict dress code, and low pupil ratio. The instructional program utilizes the county curriculum and emphasizes the core areas of reading, math, and writing. Students are active participants in a challenging program that includes instructional counseling, challenging home-study projects, and exposure to a foreign curriculum. A cross-curricular instructional approach leads to more research-centered assignments and hands-on projects requiring problem solving and critical thinking.

Parents are required to sign contracts and agree to give five volunteer hours per semester, attend PTA meetings, parent functions, and other important events associated with the education of their children. Parents are a vital part of the program as they work to reinforce the instructional program and provide support to the school.

Theme schools in one particular metropolitan school district in Georgia are open to all students entering pre-kindergarten through fifth grade. These students must live in the identified feeder school attendance area. They may exercise to attend a theme school only once during their elementary career. Parents and students are expected to have enrollment commitment for one year. Once accepted, a student must be in attendance on the first day of school to maintain his or her placement. Continued enrollment is

contingent upon compliance with theme school regulations and requirements that include the completion of parent volunteer hours. Siblings of students enrolled will be eligible to attend if they choose to do so once they are pre-kindergarten age and space is available.

Theme schools offer special services for special needs students. The type and scope of services prescribed in the student's Individualized Education Plan (IEP) will govern placement and enrollment of students with special needs. This determination of the least restrictive environment for each student will be made as a result of the student's Individualized Education Plan recommendations with an inclusion format. Reinforcement of skills for these students will be addressed in the regular classroom by a resource teacher and through parental assistance at home. Theme schools operate using the same hours and school calendar as the school system. One theme school was commended by former Governor Roy Barnes for the improvements in student achievement reflected in the Criterion Referenced Competency Test (CRCT) scores in the spring of 2002. The school has improved by moving students out of performance level 1 by 10 percentage points or more in reading, language arts, and math for grades 4 and 6.

The purpose of this study was seen in the context of these programs to improve student achievement. Teachers saw these programs as a basis for improving student achievement and parental involvement.

School System Organization and Supervision for Student Achievement

In order to understand the role of leadership in relation to student achievement in the selected school system, one must examine the organization and leadership structure that is being practiced as well as the process by which accountability programs are introduced at the central office level by the Chief Academic Officer. The organizational chart (Figure 1) shows the flow of influences from the board of education through the superintendent as well as school functions.

The associate superintendent is responsible for parental and community support programs, summer education programs, affirmative development, safety, and security. The Humanities Department serves to support the local schools in the area of instruction. An instructional coordinator is assigned to the elementary schools to work in the area of instruction to support the local and district efforts according to the needs of the schools. The coordinator is responsible for supporting instruction in all grades in the local elementary school that may include but is not limited to testing procedures, lesson plans, staff development, formal, and standard observations.

Special area personnel are available to provide support to the local schools in the area of math, social studies, pre-kindergarten, kindergarten, Title I, science, language arts, music, art, physical education, counseling, and special education. The special area personnel inform the local schools of development in a specified area and conduct staff meetings with teachers if needed.

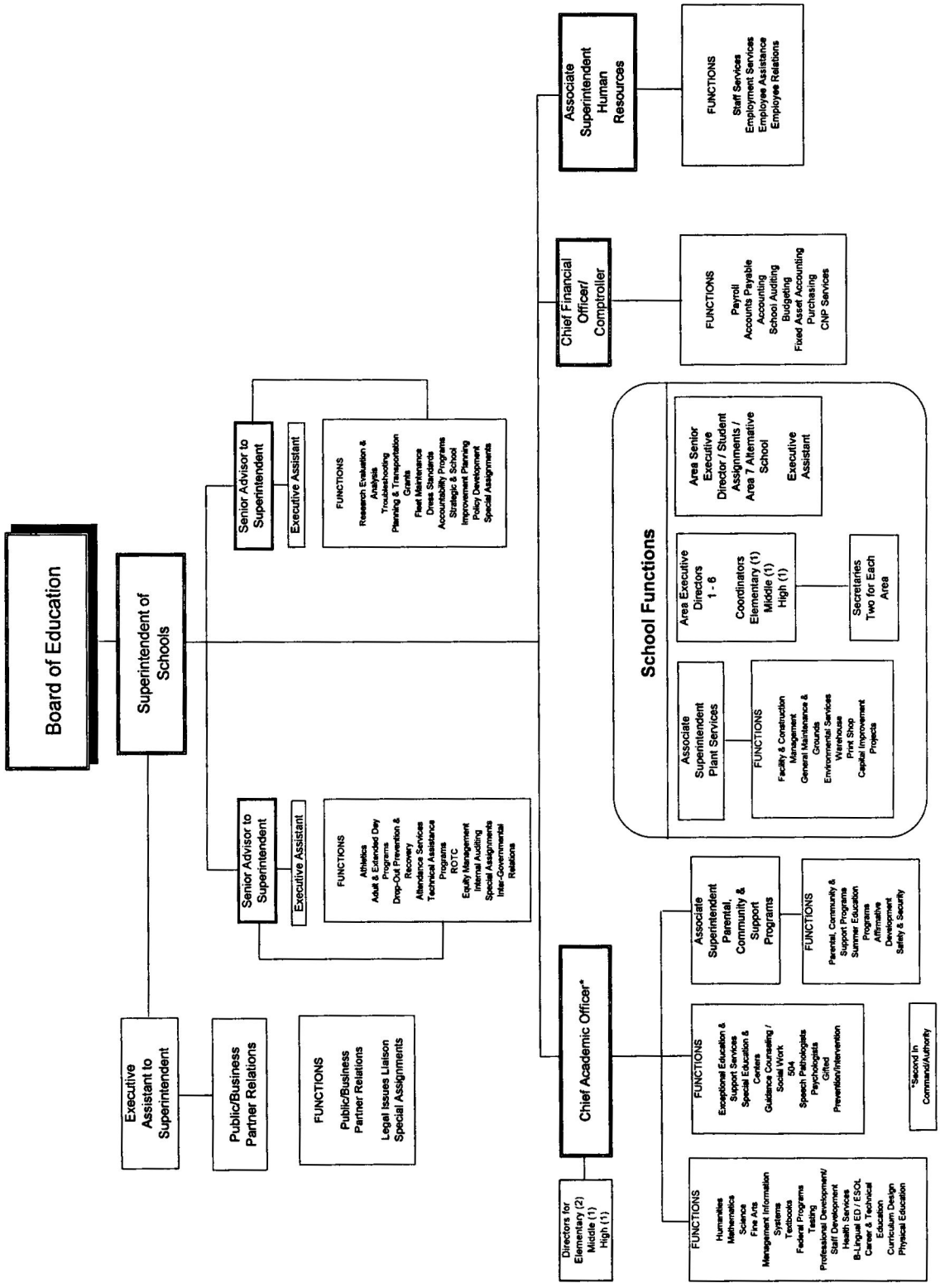

Figure 1. Organizational Chart: 7/1/2002

The principals of theme schools and traditional schools supervise teachers. Figure 2 shows the flow of influence from the principals to the teachers. The supervisory process of teachers involves evaluations on the state-adopted observation instrument for the district. This instrument is the Georgia Teacher Observation (GTOI).

Supervision is conducted to have an impact on school climate and student learning by involving teachers and parents in the decision-making process of the school's curriculum and any improvement of the organization. Employees perform best in an environment where they are deeply involved in the ongoing improvement of the organization and are committed to success (Drurry, 1999).

Principals in both theme and traditional schools today are viewed as instructional leaders and follow Murphy's (1994) six curriculum roles of promoting quality instruction, supervising and evaluating instruction, allocating and protecting instruction, coordinating the curriculum promoting content coverage, and monitoring student progress.

An effective school will depend on a principal who exhibits strong curriculum instructional leadership (Murphy, 1994). The principal must be able to use site-based management for the success of school. According to Deemer, Nobel, and Davis (1996), site-based management brings increased collegiality and reduces teacher absenteeism. Site-based management results in positive effects for teachers, creates changes in classroom instruction, and offers a sense of increased accountability. This type of leadership allows principals to take on a more managerial role, and become information

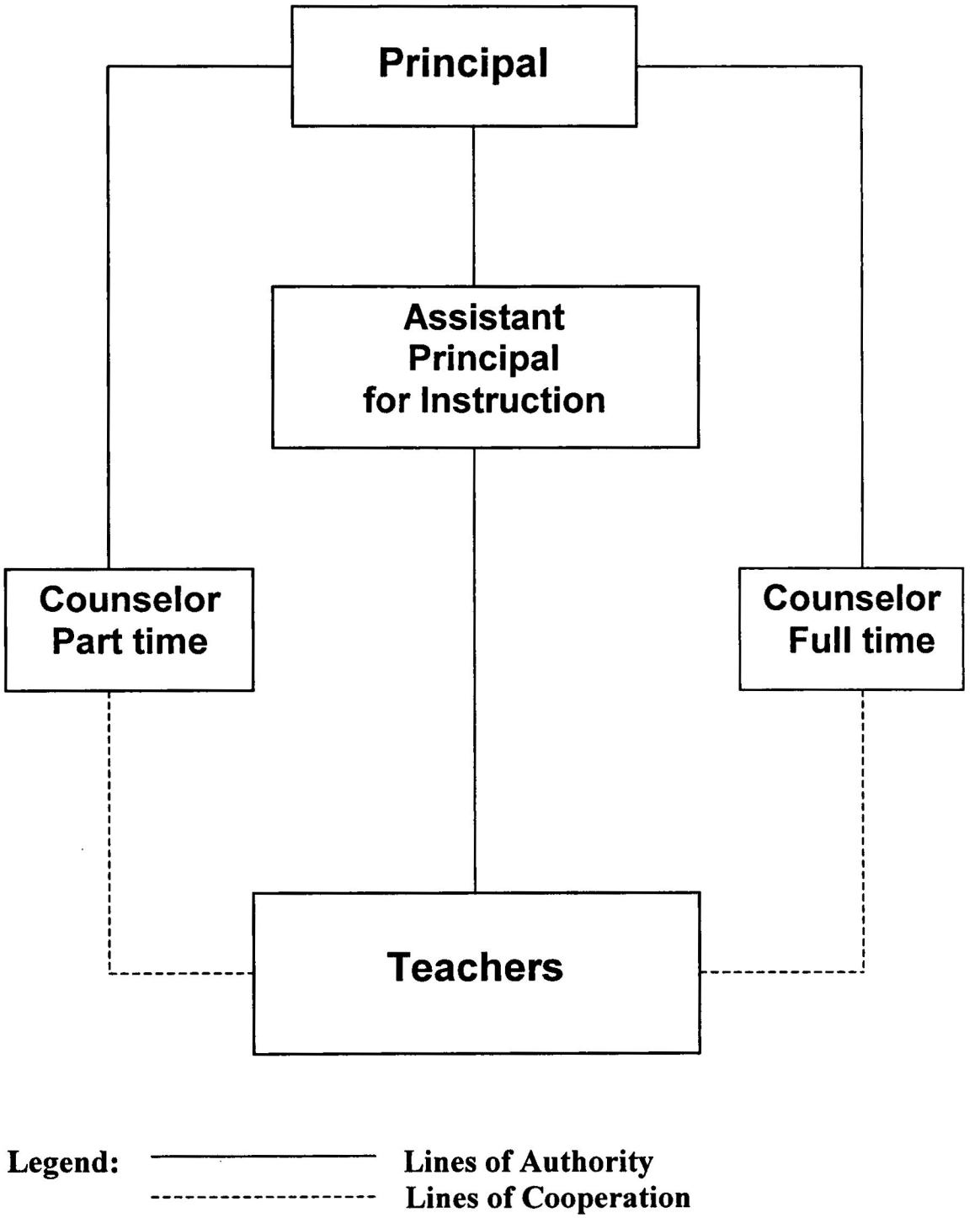

Figure 2: Organizational Chart: Elementary Traditional School

resources. Parents show increased satisfaction in their schools (Leithwood & Menzies, 1998).

The principals in both theme schools and traditional schools delegate leadership roles to the teachers in staff development, mentoring, and curriculum development, and allow them to become key partners in school and staff supervision. The ultimate goal of the principals in both schools is to improve student achievement. The focus is on learning issues as well as assessment of progress toward district and school learning goals. There is a conscious effort to connect decisions with creating conditions to maximize learning opportunities for students.

CHAPTER II

REVIEW OF THE LITERATURE

The intent of this chapter is to review quantitative research and literature that are related to selected variables affecting student achievement. The literature is outlined by related quantitative research variables of the study. The independent variables include parental involvement, school leadership, teaching, theme schools, and socioeconomic status of parents.

The literature is reviewed under the following headings: Parental Involvement and Student Achievement, Parental Involvement and Socioeconomic Status, Parental Involvement and School Leadership, Parental Involvement and Theme Schools, Parental Involvement, and Teaching.

Parental Involvement and Student Achievement

Although educators and policymakers recently recommended increased parental involvement as one method of improving student achievement in the United States, Yabumoto (2002) examined the effects of parental involvement on the achievement of 30 students. The results of the study indicated that active parent participation at the school site did not necessarily increase achievement. Other variables such as language, socioeconomic status and parents' level of education may influence student achievement.

Burke (2002) examined isolated student perceptions of family process, home and school communication to determine which family process factors affected student achievement. The study was conducted with 101 fourth grade students attending an inner New York City School. The majority of the students were African Americans from single-parent homes. The achievement tests used were the New York City Reading and the New York State Math scores.

The results of the study indicated that parent monitoring and time management had a significant effect on student achievement. This study discovered that help and pressure indicated a significant negative effect on student achievement. This may indicate that the kind of help and the type of pressure may have an overwhelming effect on the child. Another finding of the study was that math self-concept had a significant effect on math achievement. The results of the study suggest the need for further research in parent involvement as well as workshops for both parents and teachers in the areas of community and family in relation to achievement.

Trevizu (2001) analyzed a 6-week home and school-parent involvement program. This program was directed at Latino parents and guardians from low-income Spanish-speaking homes who foster an environment of learning by utilizing the resources in their environment. This multifaceted approach to parent education addresses home environment issues, encourages discussion and understanding of the importance of one's heritage, community, and the importance of school involvement and interactions. The program was administered to 15 parents with children enrolled in a Southern California Head Start Program. The methodology included parent questionnaires and peer review

processes. The findings of the study suggest the program was perceived as useful and effective both by the parents attending the classes and experienced peer reviewers.

Parental Involvement and Socioeconomic Status

An extensive body of research has shown children from lower socioeconomic strata are less likely to succeed in school. This does not mean that poor or disadvantaged children cannot learn. However, social class and economic conditions are important factors related to success and cannot be ignored.

The Rand Corporation (1994) reported on the relationship between family structure and student achievement. The authors found that parents' level of education was the most important factor affecting student achievement. Thus, students with parents who were both college educated tended to achieve at the highest levels.

The Children's Defense Fund Yearbook of 1995 states:

- In 1993, there were 15.7 million poor children in the United States. This was the highest number in 30 years.
- The inflation adjusted median income of young families with children declined 34% between 1973 and 1992.
- In 1992, 66.2% of all children who lived in a family headed by a person who dropped out of school were in poverty. Poverty rates for other levels of education were as follows: high school graduate (40.2%), some college (22.4%), and some college graduate (7.5%).
- In 1993, almost one in every seven children (9.4 million) had no health insurance. This represented an increase of 8,000,00 from 1992.

- The birth rate among unmarried teens was 15.5 births per 1,000 in 1959. The figure in 1992 was 44.6. (p. 14)

Smith (2000) investigated the influence of African-American parents' socioeconomic status on their participation in parental involvement programs. The investigation explored influences that might contribution to the low involvement of African-American parents in their child's education. One hundred and five African-American parents volunteered for the study. Twenty-one administrators completed parent involvement surveys that addressed school programs.

Results of the study indicate when examining education, income, school district, and disability in isolation by the Parent/Family Index that significant findings were minimal. The study exposes the actual practice of high parental involvement in the special education process and low parental involvement in the other 11 areas of involvement pertinent to student achievement.

Cato (2000) examined variations and similarities in African-American mothers' practices, beliefs, and attitudes across socioeconomic status levels with respect to literacy activities they engaged in with their children at home, in partnership with schools, and in the community. Qualitative data were obtained from interviews and field notes. The findings of this study revealed that African-American mothers across socioeconomic status levels held very positive beliefs about (a) the value of literacy and its importance to their young children's lives, and (b) they are their child's first teacher. Results from the study also show that education and income levels influence parental strategies used to nurture literacy acquisition in their young children.

Lewis and Maria (2001) examined specific parenting practices in four East Tennessee counties to determine their relationships, if any, to student achievement among various demographic groups. The investigation included status variables such as parents' educational level, annual income level, and family structure. Students' Normal Curve Equivalent scores on the Terra Nova Standardized Test were used to measure student achievement.

The Epstein (1987) typologies were used to classify parent involvement modalities. The analysis consisted of four research questions and was tested at the .05 level of significance. Pearson's product-moment, Spearman's rho, and Kendall's Tau B correlation coefficients were used to analyze the degree of relationship between Epstein's six typologies and student achievement. A Hierarchical Regression Analysis was used to determine the extent to which parents' income, educational levels, and family structure assist in predicting student achievement. Kruskal Wallis tests were used to analyze the differences in parental involvement by the number of parents in the home, parental income, and education levels.

The sample consisted of 413 students in grade 4 in four counties in East Tennessee. Two schools were selected from each county as a representative sample of the population. The results of the study indicate significant relationships between student achievement and the parental involvement typologies of volunteering, learning at home, decision-making, and collaborating with the community. The relationship between student achievement and parental involvement in conjunction with parents' education and income levels were also significant. Both parental involvement typologies and family

demographics emphasize goals that are achieved and most effective when families and schools work together.

Parental Involvement and School Leadership

The principal is responsible for the total operation of the school. The principal works with the school's PTA and the advisory school community committee, assistant principal and teachers to ensure student success. According to Lavallette (2000), principals are challenged with raising student achievement scores on standardized tests, building community partnerships and increasing parental involvement in urban schools.

The literature strongly supports that parental involvement has a strong impact on student achievement, attitude about school, and aspirations. However, parental involvement in urban schools has been lower. This lower parental involvement may be due to misunderstandings and belief conflicts between parents and schools. As a result, principals in urban settings need to identify the predominant issues that may cause conflict with parents. Through identifying conflicts from the perspectives of both principals and parents, perhaps a greater understanding of the dynamics of the parent-school relationship will be achieved. This knowledge may lead to development of process to alleviate dissonance and improve parent involvement in the education of children. This study identifies the potential points of conflict between urban principals and parents. The specific objectives of the research were to identify from the perspectives of parents and principals in an urban setting the potential points of conflicts, the obstacles, and strategies to resolution.

Structured focus group interviews were used for the data collection process. Four parent focus groups and one principal focus group were conducted. One 2-hour session was conducted with each group. The focus groups provided parents and principals with an opportunity to share experiences, views, ideas, and attitudes. The data analysis consisted of a transcript-based analytical strategy. Thematic coding was utilized to reduce the textual data to common themes. Common themes emerged for points of conflict, obstacles to resolution of conflict, and strategies to the resolution of conflict between home and school. Parent participants and principal participants provided valuable insights to the understanding of conflicts between home and school. Urban principals may want to also consider the strategies suggested in this study to resolve conflicts.

Figueroa (2001) determined whether a theoretical casual model of elementary school student achievement in reading was found to fit the data in a statewide study in California and the data in New York City. After controlling for contextual variables including socioeconomic status and English language learners, the model incorporates the hypothesis that the following three latent variables related to principal leadership: school governance, school climate, and instructional organization affected achievement. A total of 47 schools, including 282 teachers and 47 principals, participated in the study conducted at the school level.

The Principal Leadership Profile (PLP) was used containing 29 items. It measures perceptions of principal performance featuring a five-point Liker-type scale with responses varying from never to always, comparing effective and ineffective

schools. The schools were ranked by socioeconomic status determined by the percentage of students receiving free lunch, which is used as a proxy for poverty level, and the percentage of English language learners. Based on the 1999 California Test Batter results, schools were categorized using five levels of performance form far below average. This was an outlier study randomly choosing schools above and below average based on reading achievement scores on the California Test Battery. A fairly accurate fit for the proposed causal model at the individual level was obtained using the LISREL 8. Data were not obtained at the school due to the small sample (47) schools relative to the number of parameters to be estimated and the high correlation among the latent variables. A multivariate analysis of variance (MANOVA) was used to determine the significance of each domain individually from the responses of the instructionally effective and ineffective schools. Each domain (governance, school climate, and instructional organization) showed a significant difference at the point .01 level.

Williams (2001) examined the task-oriented and socially-oriented leadership patterns in elementary principals. This analysis was conducted to determine if leadership orientation as well as gender based leadership behaviors were related to school climate. Surveys, questionnaires, and interviews were used to obtain data from principals and teachers. Utilization of cross case study research analysis and qualitative data indicated that gender-based leadership traits, rather than administrator gender, appeared to be associated with school climate. Additionally, a needs assessment analysis was conducted. The purpose of the data collection and analysis was to recommend components of principal preparation programs.

Parental Involvement and Theme Schools

Schools across the nation are responding to parental, economic, social, political, and technological pressures to be responsive to students' needs and concerned about how well students are prepared to assume future societal roles. Teachers are feeling the pressure to lecture less, to make learning environments more interactive, to integrate technology into the learning experience, to use collaborative teaching methods when appropriate, and involve parents in the educational process of their children.

These teaching methods are utilized in theme schools as teachers provide the students with challenging learning experiences through interdisciplinary instruction. Teachers are able to improve student achievement as they integrate subject matter and provide opportunities for the students to focus upon comprehensive life problems or broad-based areas of study that bring together the various segments of the curriculum into meaningful association. According to Levitan (1991), student achievement increased due to an integrated curriculum. There was a change from a literature-based language arts program to a science literature-based program. Willet (1992), in a study of 87 fifth graders, reported the integrated curriculum of math with art resulted in higher posttest scores than those students who were taught mathematical concepts in isolation by the regular classroom teacher.

The theme schools also utilize activity-based active learning instruction. Students are able to talk, listen, read, write, reflect, and create projects as they approach course content through problem-solving activities (Meyers & Jones, 1993). Effective teachers match teaching methods to specific teaching objectives.

Student achievement is further enhanced in theme schools as technology is integrated into the curriculum through the computerized reading program. Learning experiences are extended beyond the confines of the traditional classroom (Gilbert, 1995).

The traditional classroom teaching methods consist of lectures, discussions, and games. The traditional lecture method can be an effective way to achieve instructional goals. The advantages of the lecture method are that it provides a way to communicate a large amount of information to many listeners maximizes teaching control and is non-threatening to students. The disadvantages are that lecturing minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten.

Games can improve students' focus and concentration when used to provide a break from the traditional lecture style of delivering course content. Games are engaging and enjoyed by most students, resulting in increased motivation to participate in the learning process. They provide interaction and cooperation among students, thus developing community, enhancing interpersonal skills, and used to achieve instructional goals.

Traditional classroom teaching methods also consist of worksheets and excessive emphasis on basic skills, thus robbing the students of time they need to become informed about concepts and subject matter that they will be expected to have mastered.

CHAPTER III

THEORETICAL FRAMEWORK

Statement of the Problem

This study compares traditional schools and theme schools as they relate to parental involvement and student achievement among fourth grade students in reading and math as measured by the Criterion Referenced Competency Test. This test assesses student achievement on the Georgia curriculum. The Georgia Department of Education uses the results from the Criterion Referenced Competency Test to determine schools that need improving based on the percentage of students scoring in performance level one. The Georgia Department of Education identified several schools in a particular metropolitan school district in Georgia as needing improvement as 50% more of the students did not meet performance standards in one or more content areas on the Criterion Referenced Competency Test.

This study will examine the level of parental involvement in traditional schools having high percentages of African Americans, Hispanics, and other students enrolled in the free or reduced lunch program. It will determine the effects of school leadership, effective teaching, and socioeconomic status of parents on student achievement.

This study will also examine the level of parental involvement in theme schools having diverse student populations, fewer students enrolled in free or reduced lunch

programs and determine the effects on fourth grade student achievement as measured by the Criterion Referenced Competency Test.

Parental involvement as defined in the literature refers to the engagement of activities that support a school and its program (Kaplan, 1992). Yet, some parents remain uninvolved in the educational process of their children. Educators support the premise that parental involvement is a critical factor, which contributes to high student achievement in school. Therefore, it is necessary to examine the relationship among fourth grade student achievement and parental involvement in traditional schools and theme schools.

Research Questions

The framework for this study will include the following research questions:

1. What is the relative effect of parental involvement on fourth grade Criterion Referenced Competency Test scores?
2. What is the influence of school leadership on student achievement?
3. Does effective teaching result in high student achievement?
4. Does socioeconomic status of parents have any effect on student achievement?
5. What is the level of parental involvement in traditional schools?
6. What is the level of parental involvement in theme schools?
7. Does school innovative programs such as Early Intervention, Reading Recovery, Literacy Collaborative, America's Choice, Statewide K-3 Reading Program, and Title I improve student achievement?

Significance of the Study

The findings of this study could be beneficial to the field of education in the following ways:

1. This study could add to the body of knowledge in the area of parental involvement as related to student achievement in traditional schools and theme schools.
2. This study could be used as a resource in further studies in the areas of parental involvement, school innovative programs, school organization, principal's leadership style, and the effect on student achievement.
3. This study could be used as a resource in providing instructional data for teachers and administrators to use in meeting individual needs of students in theme schools and traditional schools.
4. This study could be used as a resource for parents who are involved in their children's education and those parents who remain uninvolved in the educational process of their children.
5. The results of this study could inform school board members and superintendents about the effectiveness of instructional programs, school leadership, and parental involvement as related to student achievement.

The focus of this study is to examine the relationship among parent involvement and student achievement, school leadership, effective teaching, and socioeconomic status of parents. Figure 3 lists the variables of the study. It is proposed that students' performance might be influenced more by parental involvement than other variables as effective school leadership, and effective teaching, even when controlling for selected demographic variables. These relations are demonstrated in Figure 3.

The definition of all variables are discussed and research hypotheses are presented. A theoretical framework has been provided.

Definition of Variables

Independent Variables

Parental Involvement: Parental involvement refers to helping children with homework, attending conferences with teachers, talking to children about books they have read, talking to children about science, and participating in various school activities when invited. (Items 1-8)

School Leadership: School leadership refers to a person who has the ability to get teachers to use various methods to help children learn, get teachers to treat children with respect, listen to parents, and accept their suggestions for school improvement. (Items 9-11)

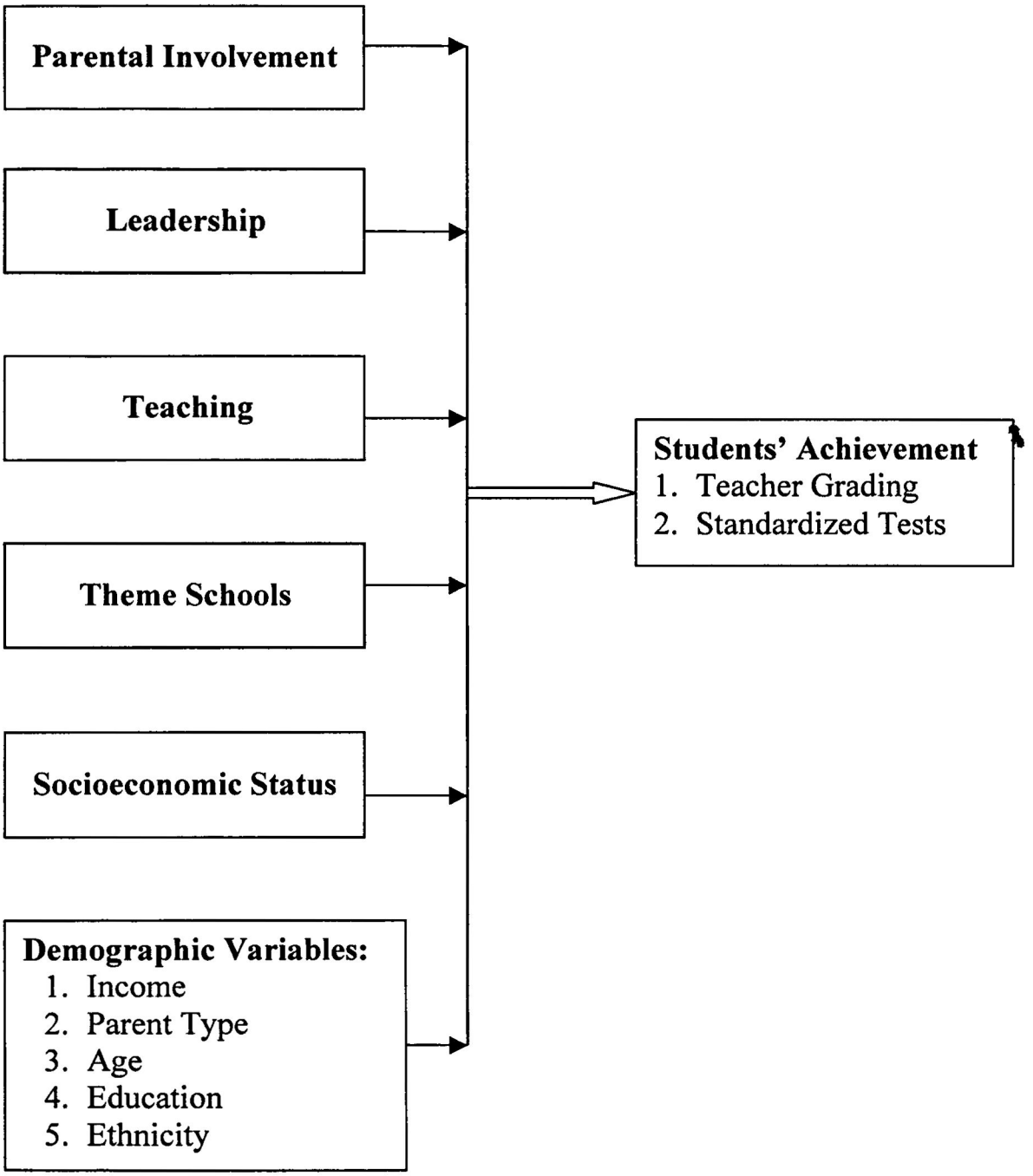

Figure 3: Student Performance in Relation to Parental Involvement and Other Variables

Teaching: is the ability to use various methods to help children learn, listening to parents and accepting their suggestions, getting children to learn about different cultures, valuing and displaying children's work in the hallways and classrooms, and showing parent how to help children do homework. (Items 12-21)

Theme Schools: Theme schools provide an additional choice for parents and students that are not restricted by previous academic performance but dependent upon their interest. Parents are a vital part of the program. Children attend school almost every day. Children perform at their ability levels and get mostly A and B grades. (Items 22-25)

Socioeconomic Status of Parents: Socioeconomic status refers to family size, family income, mother's education, father's education, age, and ethnicity. (Items 26-29)

Explanation for Linkages Among Variables

Parental Involvement

Parent involvement in the school and learning activities might indicate that parents are interested in their children, thereby motivating the children to learn. Parents who might not see the importance of involvement in school activities might be demonstrating to students a lack of interest, thereby discouraging the respective students to perform in school.

According to Henderson and Berla (1994), there is a strong connection between family involvement in schools and children's academic achievement, attendance, and attitude. Parents' home involvement with their children's learning can also have important effects on their children's achievement in school (Epstein, 1996). Parents'

home involvement with their children's learning can also have important effects on their children's achievement in school (Epstein, 1996).

Maslow's Need Hierarchy Theory proposes five levels of needs: physiological, safety, social, esteem, and self-actualization. Therefore, if parents do not get satisfaction, they may not be involved in their children's education.

School Leadership

It is expected that parents will feel accepted and teachers will want to teach if principals do the following: listen to parents and accept their suggestions for school improvement, get teachers to treat children with respect, and get teachers to use methods to help children succeed in school. It is proposed by Blake and Mouton (1985) that principals use the team management 9, 9 leadership style. Principals will use the goal-centered approach to gain high quantity and high quality results through involvement of parents and commitment of teachers to help children to succeed.

School leaders have the ability to visualize and do not allow themselves to be overcome with barriers from various groups within the school. According to Edmond (1986), effective school leadership characteristics are as follows:

1. Safe and orderly environment that is not oppressive and is conductive to teaching and learning.
2. Strong instructional leadership by a principal who understands and applies characteristics of instructional effectiveness.
3. High expectations in which the staff demonstrates that all students can attain mastery of basic skills.

4. Clear school mission through which staff shares a commitment to instructional goals, priorities, assessment, procedures, and accountability.
5. High time on task-high percentage of how students' time is spent "engaged" in planned activities to master basic skills.
6. Frequent monitoring of student progress, using test results to improve individual performance and the instructional program.
7. The school's basic mission is supported by parents and community.

As the school leaders continue to conceptualize about the structure and effectiveness of the organization, the human relations approach emerges. This approach allows the leader to utilize a democratic leadership style that allows teachers and parents to actively participate in decision-making concerning student performance (Lewin, 1951).

Teaching Styles

Students might learn if teachers do the following:

- Listen to parents and accept their suggestions;
- Treat children with respect;
- Teach by methods that help children learn;
- Involve children in learning activities;
- Get children to learn about different cultures;
- Display children's work in class or hallways;
- Show parents how to help children do homework.

Students will learn if teachers select the model or approach that best meets the demands of their content, their students, and their learning outcomes.

Principals recognize teachers for their efforts. Teaching occurs when teachers are motivated, receive recognition, and feel satisfied. Argyris (1993) believes workers are immature until their needs change (Immaturity-Maturity Theory). The worker matures as he becomes independent, engages in deeper interests, self-awareness, and self-control. Therefore, the teacher will be able to utilize innovative teaching methods to improve student achievement.

Null Hypotheses

To test the realities of student achievement, the following hypotheses were formulated:

HO1: There is no significant relationship between student achievement and parental involvement, effective school leadership, effective teaching, student performance, family income, marital status, parent's age, parent's education, free and reduced lunch, and school type.

HO2: There is a no significant difference between traditional and theme schools' student achievement in terms of parental involvement.

HO3: There is no significant difference between traditional and theme schools and student achievement in terms of effective school leadership.

HO4: There is no significant relationship between traditional and theme schools and student achievement in terms of effective teaching.

HO5: There is no significant difference between traditional and theme schools and student achievement in terms of student performance.

HO6: There is no significant difference between traditional and theme schools and student achievement in terms of free and reduced lunch.

HO7: There is no significant difference between traditional and theme schools and student achievement in terms of family income, marital status, parent's education, parent's age, and free and reduced lunch.

HO8: In a factor analysis of all variables—parental involvement, effective school leadership, effective teaching, student performance, family income, marital status, parent's age, parent's education, free and reduced lunch, and school type—there will be an association with student achievement.

HO9: There is a relative impact of each of the independent variables on student achievement.

CHAPTER IV

METHODOOGY

Design of the Study

The survey method was used in this study to collect data from 13 schools in a metropolitan school district in Georgia—2 theme schools and 11 traditional schools. Fourth grade parent surveys were packaged, sealed, and sent to the assistant principal in each school via courier. The surveys were forwarded to the fourth grade teachers for distribution to the students. Parents completed the surveys and returned them to the teachers in sealed envelopes. The teachers collected all surveys and returned them to the assistant principal, who forwarded them to the researcher via courier.

Elementary School Population

Georgia Criterion-Referenced Test scores for fourth grade students were obtained from the *Georgia Report Card.* Fourth grade Reading and Math scores were compared between theme and traditional schools and between students classified as having highly involved parents and those whose parents are not highly involved.

Hardy Technology Theme School has a total population of 347 students with two fourth-grade classes. These two classes have a combined population of 40 students. Thirty-one percent of the students are Hispanic, 30% are African American, 30% are Caucasian, 6% are multiracial, and 3% are Asian. Sixty-seven percent of the students are eligible for free and reduced lunch.

Mallory Theme School has a student enrollment of 1,090. The student population is very stable with an equitable distribution of males and females. The school has six fourth-grade classes with an enrollment of 180 students. The racial composition of the school is predominantly black. Ninety-seven percent of the students are African American, 5% are Caucasian, and 2.2% are classified as other. Forty-five percent of the students are eligible for free and reduced lunch.

Dickerson Elementary serves 690 students from at least 20 countries from around the world. Seventy-six percent of the students are Hispanic, 12.6% are African American, 6.8% are Asian, and 2.5% are Caucasian and other ethnic groups. Ninety-one percent of the students are eligible for free and reduced lunch.

Pane Elementary serves 950 students. There are eight fourth-grade classes with an enrollment of 186 students. Fifty-three percent of the students are eligible for free and reduced lunch. The racial composition of the school is 96% African American, 2% other, and 1% multiracial.

Terry Elementary has a population of 437 students. Ninety-seven percent are African American, .5% are Caucasian, 2% are Asian, and 2.1% are multiracial. Sixty-eight students are enrolled in fourth grade. Ninety-four percent of the students are eligible for free and reduced lunch.

Fulford Elementary serves 824 students. Approximately 97% of the students are African American, .1% are Asian, .1% are American Indian, 2.5% are multiracial, and 70.27% are eligible for free and reduced lunch. One hundred and eighty students are enrolled in fourth grade.

Allen Elementary has a population of 645 students. One hundred and forty-four are international students, 81.7% African American, 1.7% Asian, 2.9% multiracial, and 71% of the students are eligible for free and reduced lunch. Eighty students are enrolled in fourth grade.

Roberts Elementary serves 823 students. Approximately 96% (95.6%) of the students are African American, 7% are Caucasian, 9% are Hispanic, 5% are Asian, 2% are American Indian, and 1.8% are multiracial. Approximately 69% (68.5%) of the students are eligible for free and reduced lunch. There are 155 fourth-grade students.

Farms Elementary serves 634 Students. Approximately 97% (96.7%) of the students are African American, 1% are Hispanic, 1% are American Indian, and 2.5% are multiracial. Approximately 72.4% of the students are eligible for free and reduced lunch. There are 80 fourth-grade students.

Green Wood Elementary has enrollment of 569 students. Ninety-five percent of the students are African American and 5% are Caucasian and other. Ninety-six students are enrolled in the fourth grade, and 89.28% of the students are eligible for free and reduced lunch.

Kendrick Elementary has a population of 592. Ninety-seven percent are African American and 3% are Hispanic. One hundred and forty-eight students are enrolled in fourth grade. Approximately 92% (91.7%) of the students are eligible for free and reduced lunch.

Jade Elementary serves 502 students. Approximately 78% (77.5%) are African American, 5.2% are Caucasian, 2.2% are Hispanic, 11.0% are Asian, 9.0% are American

Indian, and 4.1% are multiracial. Approximately 81% (80.68%) of the students are eligible for free and reduced lunch. Fifty-seven students are enrolled in fourth grade.

Houston Elementary has a population of 768 students. Approximately 87% (86.6%) are African American, 3.8% are Caucasian, 1.7% are Hispanic, 5.0% are Asian, 0.3% are American Indian, and 2.6% are multiracial. Eighty percent of the students are eligible for free and reduced lunch.

Chade Elementary serves 581 students. Approximately 94% (93.9%) of the students are African American, 1.6% are Caucasian, 0.3% are Hispanic, 0.7% are Asian, and 3.5% are multiracial. One hundred and twenty fourth grade students are enrolled in Chade Elementary and 71.77% of the students are eligible for free and reduced lunch.

Scope and Limitations

This study was conducted with some limitations that had some effect on the results:

1. The school sites were not randomly selected.
2. The school sites were purposefully selected by the school district's Research Department.
3. The sample was based only on fourth-grade parents. Therefore, limited data were gathered and did not represent parents' opinions in grades K-3 and grade 5.
4. This study is limited to fourth-grade reading and math scores as measured by the Georgia Criterion Referenced Competency Tests for the academic years 2000-2001, 2001-2002, and 2002-2003.

5. Only two theme schools participated in the study.
6. Only 11 traditional schools participated in the study.

Reliability Summary

A Reliability Test using the SPSS reliability procedure was performed on the instrument used in this study in order to validate the use of the survey instrument. The survey consists of four components that measure the following areas: Parental Involvement, Effective School Leadership, Effective Teaching, and Student Performance. The survey items were grouped to represent Parental Involvement (items 1-8), Effective School Leadership (items 9-11), Effective Teaching (items 12-21), Student Performance (items 22-25), Family Annual Income (item 26), Marital Status (item 27), Parent's Age (item 28), and Parent's Education (item 29). The response choices were assigned numerical values as follows: (5) Always, (4) Most Times; (3) Sometimes, (2) A Little, and (1) Never.

The results of the reliability (Table 1) indicate that each of the four survey components are reliable and are constructed of similar measures. None of the 25 questions on the survey were eliminated.

Table 1

Summary Results of the Reliability Test

	Cronbach Alpha Coefficient
Parental Involvement	.8179
Effective School Leadership	.7674
Effective Teaching	.8757
Student Performance	.7821

Table 2

Reliability Analysis for Parental Involvement

Variable	Mean	Std. Dev.	Variance	Cases
VAR 1	4.2440	.9627	-	373.0
VAR 2	3.8311	1.2404	-	373.0
VAR 3	3.8525	1.0119	-	373.0
VAR 4	3.4397	1.0825	-	373.0
VAR 5	4.0375	1.0466	-	373.0
VAR 6	3.6971	1.1877	-	373.0
VAR 7	3.0509	1.4047	-	373.0
VAR 8	3.5282	1.3609	-	373.0
Statistics for Scale	29.6810	6.2176	38.6587	-

Item-Total Statistics

Variable	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item Total Correlation	Alpha if Item Deleted
VAR 1	25.4370	33.1607	.4123	.8125
VAR 2	25.8499	29.4505	.5697	.7922
VAR 3	25.8284	31.1694	.5722	.7935
VAR 4	26.2413	30.2319	.6095	.7877
VAR 5	25.6434	34.1064	.2828	.8281

Table 2 (continued)

Variable	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item Total Correlation	Alpha if Item Deleted
VAR 6	25.9839	30.0535	.5525	.7947
VAR 7	26.6300	26.4703	.7067	.7691
VAR 8	26.1528	28.3019	.5874	.7899
Alpha = .8179				

Table 3

Reliability Analysis for Effective School Leadership

Variable	Mean	Std. Dev.	Variance	Cases
VAR 9	3.5013	1.2528	-	371.0
VAR 10	4.1078	1.1598	-	371.0
VAR 11	4.0566	1.0903	-	371,0
Statistics for Scale	11.6658	2.8985	8.4015	-

Item-Total Statistics

Variable	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item Total Correlation	Alpha if Item Deleted
VAR 9	8.1644	4.3161	.4833	.8259
VAR 10	7.5580	3.9554	.6722	.6053
VAR 11	7.6092	4.2333	.6641	.6230
Alpha = .7674				

Table 4

Reliability Analysis for Effective Teaching

Variable	Mean	Std. Dev.	Variance	Cases
VAR 12	4.0528	.9955	-	322.0
VAR 13	4.3944	.9050	-	322.0
VAR 14	4.6025	.7129	-	322.0
VAR 15	4.4099	.8201	-	322.0
VAR 16	3.8851	1.0660	-	322.0
VAR 17	4.3168	.8044	-	322.0
VAR 18	4.2019	.9983	-	322.0
VAR 19	4.1242	.9716	-	322.0
VAR 20	4.0839	1.0393		322.0
VAR 21	3.3571	1.3897		322.0
Statistics for Scale	29.6810	6.2176	45.9092	-

Item-Total Statistics

Variable	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item Total Correlation	Alpha if Item Deleted
VAR 12	37.3758	37.1948	.6361	.8608
VAR 13	37.0342	37.3228	.7024	.8565
VAR 14	36.8261	39.6021	.6463	.8631
VAR 15	37.0186	37.7940	.7381	.8555
VAR 16	37.5435	40.6165	.3059	.8871
VAR 17	37.1118	37.7694	.7579	.8546
VAR 18	37.2267	37.5528	.6016	.8635
VAR 19	37.3043	36.5738	.7141	.8549
VAR 20	37.3447	36.9244	.6258	.8616
VAR 21	38.0714	35.6491	.5019	.8790

Alpha = .8757

Table 5

Reliability Analysis for Student Performance

Variable	Mean	Std. Dev.	Variance	Cases
VAR 22	4.6418	.6454	-	388.0
VAR 23	4.1340	1.0578	-	388.0
VAR 24	4.0722	1.0318	-	388.0
VAR 25	4.3402	.9137	-	388.0
Statistics for Scale	17.1881	2.8824	8.3082	-

Item-Total Statistics

Variable	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item Total Correlation	Alpha if Item Deleted
VAR 22	12.5464	6.6361	.3776	.8177
VAR 23	13.0541	4.2425	.6762	.6812
VAR 24	13.1160	4.1441	.7378	.6420
VAR 25	12.8479	5.0285	.5966	.7244

Alpha = .7821

Distribution of the Sample Population on Selected Variables

The focus of this study was to determine the relationship among student achievement and parental involvement, school leadership, effective teaching, student performance, school type, and socioeconomic status of parents. This chapter presents an analysis of data obtained from 13 schools in a metropolitan school district in Georgia—two theme schools and 11 traditional schools.

In order to analyze the impact on student achievement, a survey was administered to parents and additional data were gathered from the school system. The Georgia

Criterion Referenced Tests (CRCT) Reading scores for 2000-2001, 2001-2002, and 2002-2003 were used to measure student achievement. Information regarding the percentage of students on free and reduced lunch was used to classify a school's socioeconomic status. The data were analyzed in hypotheses 1 through 9. The survey items were grouped to represent Parental Involvement (items 1-8), Effective School leadership (items 9-11), Effective Teaching (items 12-21), Student Performance (items 22-25), Family's Annual Income (item 26), Marital Status (item 27), Parent's Age (item 28), and Parent's Education (item 29). The response choices were assigned numerical values as follows: (5) Always, (4) Most Times, (3) Sometimes, (2) A Little, and (1) Never. The choices for demographic questions were assigned numerical values based on the nominal or ordinal order in which they appeared on the survey. School type was coded as (1) Theme School and (2) Traditional School.

The Statistical Package for the Social Sciences (SPSS) was used to summarize the data collected in this study. The following statistical procedures were used: Pearson Correlation, Frequency, ANOVA, and Multiple Regression. The Pearson Correlation procedure tests whether there is a linear relation between variables—a measure of linear association between two variables. Values of the correlation coefficient range from –1 to 1. The sign of the coefficient indicates the direction of the relationship and its absolute value indicates the strength, with larger absolute values indicating stronger relationships. A Frequency analysis provides general information regarding the number of occurrences a value occurs in a variable. The Frequencies procedure provides statistics and graphical displays that are useful for describing many types of variables. The Anova is an

univariate statistic used to analyze one dependent variable with one or more independent variables or factors. The dependent variable has continuous values, and the independent variables or factors are assumed to have categorical values. Factor analysis attempts to identify underlying variables, or factors, that explain the pattern of correlations within a set of observed variables. A Factor analysis is often used in data reduction to identify a small number of factors that explain most of the variance observed in a much larger number of manifested variables. Factor analysis can also be used to generate hypotheses regarding causal mechanisms or to screen variables for subsequent analysis (for example, to identify co-linearity prior to performing a linear regression analysis). A Multiple Regression estimates the coefficients of the linear equation, involving one or more independent variables, that best predict the value of the dependent variable. The information presented in this chapter includes demographic information on the population sample and the results and analysis of the statistical tests applied to the null hypotheses.

Demographics of Parents from the 13 Schools in a Metropolitan School District in Georgia

The following tables provide the demographic breakdown data of the 397 parents from the 13 schools in a metropolitan school district in Georgia. The data were collected from the survey used in this study. As far as income, families earning $30,000 or less comprised about 43% (42.6%) of the population; families earning $31,000 to $50,000 comprised about 24% (23.5%); and families earning $51,000 or more comprised about 22% (21.9%) (Table 6).

Table 6

Demographic Characteristics of Family Annual Income

Income	Total Count	Traditional School	Theme School	Percent
$12,000 or less	47	47	0	11.8%
$13.000 – $20,000	59	55	4	14.9%
$21,000 – $30,000	63	59	4	15.9%
$31,000 – $40,000	57	44	13	14.4%
$41,000 – $50,000	36	25	11	9.1%
$51,000 – $60,000	35	14	21	8.8%
$61,000 – $70,000	11	3	8	2.8%
More than $70,000	41	17	24	10.3%
Missing Information	48	42	6	21.1%
Total	397	306	91	100.0%

The following tables provide the demographic breakdown data for Marital Status, Parent's Age, Parent's Education, Free and Reduced Lunch, and Student Achievement. Table 7 provides the demographic breakdown data for marital status. The percentage of children living with a guardian comprised 4% (4.3%) of the population; children living with one parent comprised about 40% (39.5%); and children living with two parents comprised 46% (46.3) of all parents surveyed.

Table 7

Marital Status

Head of Household	Total Count	Traditional School	Theme School	Percent
Guardian	17	17	0	4.3%
One Parent	157	134	23	39.5%
Both Parents	184	125	59	46.3%
Missing	39	30	9	9.8%
Total	397	306	91	100.0%

For Parent's Age, 2.3% of the respondents indicated their age to be in the range 18-25; 32% in the range 26-35; 33.8% in the range 36-45; and over age 45 comprised 14.9% of all parents surveyed (Table 8).

Table 8

Parent's Age

Age	Total Count	Traditional School	Theme School	Percent
18 – 25	9	9	0	2.3%
26 – 35	127	114	13	32.5%
36 – 45	134	95	38	33.8%
Over 45	59	43	16	14.9%
Missing Information	68	44	24	17.1%
Total	397	306	91	100.0%

Of the 379 parents that responded to the question of Parent's Education, about 5% (5.3%) of the parents indicated that they had only an elementary school education; 23.2% indicated that they had a high school education or diploma; 27.5% indicated that they had

a trade school or community college education; and 37.5% indicated that they had a college degree or higher (Table 9).

Table 9

Parent's Education

Education Level	Total Count	Traditional School	Theme School	Percent
Elementary	21	20	1	5.3%
High School	32	32	0	8.1%
High School Diploma	60	56	4	15.1%
Trade School/Community College	109	92	17	27.5%
College Degree	106	63	44	26.7%
Postgraduate Degree	43	22	21	10.8%
Missing Information	26	22	4	6.5%
Total	397	306	91	100.0%

Demographics of Parents from the 13 Schools in a Metropolitan School District in Georgia

The following tables provide the demographic breakdown of School Type, Free and Reduced Lunch, and Georgia Criterion-Referenced Test (CRCT). All of the variables used in this study are analyzed in terms of traditional and theme schools. Approximately 22.9% of schools are theme schools and 77.1% of the schools are traditional schools (Table 10).

Table 10

Traditional vs. Theme Schools (Parents Surveyed)

School Type	Frequency	Percent
Theme Schools	91	22.9%
Traditional Schools	306	77.1%
Total	397	100.0%

As far as students eligible for Free and Reduced Lunch, 52.77% of the theme school students were eligible and 81.87% of the traditional school students were eligible (Table 11).

Table 11

Eligible Students for Free and Reduced Lunch

School Type	Percent of Students Eligible
Theme Schools	52.77%
Traditional Schools	81.77%

The breakdown of the Georgia Criterion-Referenced (CRCT) Test scores by school type are presented in Table 12.

Table 12

Student Achievement CRCT Score

School Type	CRCT Gain
Theme Schools	-6.2527
Traditional Schools	-2.0948
Total	-3.0479

Table 13 provides the descriptive means of the independent and dependent variables. The mean scale ranges from 1 to 5. The respondents' choices were assigned numerical values as follows: (5) Always; (4) Most Times; (3) Sometimes; (2) A Little; and (1) Never.

Table 13

Mean Responses of Dependent and Independent Variables

Education Level	Total Median	Total Mean	Traditional School	Theme School	Total Std. Deviation	N
Achievement Gain	3	.03778	.8325	-2.6044	10.9568	397
% Students Eligible for Free & Reduced Lunch	80.73	75.2041	81.8752	52.7714	16.6838	397
Parental Involvement	3.75	3.7071	3.5244	4.3197	.7757	396
Effective School Leadership	4	3.9129	3.7955	4.3093	.9755	394

Table 13 (continued)

Education Level	Total Median	Total Mean	Traditional School	Theme School	Total Std. Deviation	N
Effective Teaching	4.3	4.1315	4.0918	4.2658	6.780	394
Performance	4.5	4.2916	4.1765	4.6903	.7249	393
Family Income	4	3.95	3.32	5.89	2.18	349
Who Child Lives With	3	2.47	2.39	2.72	.59	358
Parent's Age	3	2.74	2.66	3.04	.78	329
Parent's Education	4	4.01	3.74	4.91	1.33	371

The parental involvement mean response was 3.7, which indicates that parents sometimes to most times consistently help their children with homework, communicate with teachers about their child's progress, volunteer at school, work with PTA committees, and attend PTA meetings. The Effective School Leadership mean response was 3.9, which indicates that parents most times perceive that mental and physical effort to coordinate diverse activities to achieve desired results occurs in the school. The Effective Teaching mean response is 4.1, which indicates that parents perceive that positive teachers are demonstrating the qualities of caring, empathy, respect, and fairness in relationship with their child, and interest. The student performance mean response of 4.2 indicates that parents perceive in most cases that their child completes homework, performs at his/her ability, attends school almost every day, and receives A and B grades.

The demographic variable responses were assigned numerical values based on the nominal or ordinal order in which they appeared on the survey.

The median family income is $31,000 to $40,000. The median response to "marital status" is both parents. The median parent's education is a trade school or community college education. The median parent's age is 36-45 years. The median percentage of students eligible for free and reduced lunch is 80.73% of all students. The student achievement mean gain score is .03778, which indicates that there is a minuscule (.0378%) percentage increase in the number of students meeting or exceeding reading standards from 2001 to 2003 (Table 14).

Table 14

Student Achievement Reading CRCT and Free and Reduced Lunch Scores

School	CRCT 2003-2002 Reading (Meet or Exceed)	CRCT 2002-2001 Reading (Meet or Exceed)	CRCT 2001-2000 Reading (Meet or Exceed)	Reading Gain Score	% of Students Receiving F & R Lunch
Hardie (Theme)	73	94	87	-14	67.15
Mallory (Theme)	94	93	91	3	45.70
Dickerson	56	62	45	11	91.04
Pane	82	81	69	13	53.26
Terry	57	54	43	14	94.71
Farms	79	72	56	23	70.27

Table 14 (continued)

School	CRCT 2003-2002 Reading (Meet or Exceed	CRCT 2002-2001 Reading (Meet or Exceed)	CRCT 2001-2000 Reading (Meet or Exceed)	Reading Gain Score	% of Students Receiving F & R Lunch
Allen	69	56	70	-1	92.24
Roberts	71	78	63	8	68.53
Greenwood	57	75	83	-26	89.28
Kendrick	68	67	62	6	91.72
Jade	66	67	61	5	80.68
Houston	74	78	70	4	80.73
Chade	66	74	68	-2	71.77

CHAPTER V

ANALYSIS OF THE NULL HYPOTHESES

In this study there were nine hypotheses that dealt with variables to be examined and tested. Each hypothesis was stated separately in order to anticipate the type of analysis that is required. The calculated values were compared to the probability tables at the 0.05 confidence levels of significance (95% probability) to determine whether the null hypotheses would be accepted or rejected. If the calculated value was less than the table value, then the null hypothesis was rejected. The analysis was done based on the following design model: The dependent variable is Student Achievement. The Independent Variables are Parental Involvement, Effective School Leadership, Effective Teaching, and Student Performance. The Moderating Variables are Family Income, Marital Status, Parent's Education, SES (percentage of students eligible for Free and Reduced Lunch), and Parent's Age. Hypotheses 1 through 6 were analyzed using the Pearson correlation and ANOVA (analysis of variance) procedures. Hypothesis 7 was analyzed using a Factor Analysis procedure where all variables are treated as independent variables. Hypothesis 8 was analyzed using a Multiple Regression procedure having a dependent variable, independent variables, and moderate variables.

Null Hypothesis 1 was designed to determine if there is any relationship between Student Achievement and all other variables used in this study. Hypotheses 2 through 7

were designed to determine if there is any significant difference between Theme and Traditional Schools in terms of Student Achievement with Parental Involvement, Effective School Leadership, Effective Teaching, Student Performance, Family Income, Marital Status, Parent's Education, SES (percentage of students eligible for Free and Reduced Lunch), and Parent's Age as covariate factors. Hypotheses 8 and 9 were designed to determine what variables in the study have a significant influence on Student Achievement as a dependent variable.

HO1: There is no significant relationship between student achievement and parental involvement, effective school leadership, effective teaching, student performance, family income, marital status, parent's age, parent's education, free and reduced lunch, and school type.

A Pearson Correlation was used to determine if there was any significant relationship between parental involvement, effective school leadership, effective teaching, student performance, family income, marital status, parent's age, parent's education, free and reduced lunch, school type and student achievement. The results of the Pearson correlation are shown in Table 15.

The results of the Pearson Correlation as shown in Table 15 indicate that Parental Involvement, School Type and Free and Reduced Lunch are significantly related to Student Achievement. The correlation coefficient value of -.114 being significant at the 0.023 level is less than the tested significance level of 0.05; therefore, the null hypothesis is rejected. This means that the School Type correlates with Student Achievement, and

Table 15

Pearson Correlations: Student Gain Score in Math, Reading, and Type of School

		AGAIN	Type of School
PARINV	Pearson Correlation	-.114	-.432
	Sig. (2-tailed)	.023	.000
	N	396	396
ESLDRSHP	Pearson Correlation	.016	-.221
	Sig. (2-tailed)	.748	.000
	N	394	394
ETCHING	Pearson Correlation	.039	-.108
	Sig. (2-tailed)	.440	.032
	N	394	394
THESCHS	Pearson Correlation	.026	-.296
	Sig. (2-tailed)	.607	.000
	N	393	393
Family and Annual Income	Pearson Correlation	-.074	-.508
	Sig. (2-tailed)	.168	.000
	N	349	349
Marital Status	Pearson Correlation	-.019	-.235
	Sig. (2-tailed)	.716	. 000
	N	358	329
Parent's Age	Pearson Correlation	.008	-.199
	Sig. (2-tailed)	.882	.000
	N	329	371
Parent's Education	Pearson Correlation	-.015	-.373
	Sig. (2-tailed)	.780	.000
	N	371	371
FRL	Pearson Correlation	-.156	.734
	Sig. (2-tailed)	.002	.000
	N	397	397
AGAIN	Pearson Correlation	1.000	.132
	Sig. (2-tailed)	.000	.009
	N	397	397

that Free and Reduced Lunch and Parental Involvement have an inverse significant correlation with Student Achievement. Further analysis of the data indicates that Student Achievement and School Type have a significant relationship. School Type consists of two types of schools—theme schools coded as 1, and traditional schools coded as 2. The results indicate that traditional schools have better student achievement compared to theme schools. The results also indicate that schools with lower percentages of students on free and reduced lunch and low parental involvement tend to have higher student achievement. However, the data do not show a cause and effect. The following variables did have a significant correlation with student achievement: Effective School Leadership, Effective Teaching, Student Performance, Family Income, Marital Status, Parent's Age, and Parent's Education.

HO2: There is no significant difference between traditional and theme schools' student achievement in terms of parental involvement.

An ANOVA was used to determine if there is any significant difference in Theme schools and Traditional schools as it relates to Parental Involvement and Student Achievement. The results of the ANOVA are shown in Table 16.

The ANOVA test shown in Table 16 yielded a F-Ratio of 5.250 with a significance value of 0.022 at the 0.05 level of significance. This F-Ratio exceeded the predetermined value in order to reject the null hypothesis. Therefore, the null hypothesis is rejected. The data show that there is a significant difference between traditional and theme schools in terms of Student Achievement, and that parental involvement does have a significant influence on student achievement in terms of theme and traditional schools

Table 16

Relationship Between Traditional and Theme Schools in Terms of Parental Involvement and Student Achievement

ANOVA[a,b]

			Hierarchical Method					
			Sum of Squares	df	Mean Square	F	Sig.	B
AGAIN	Covariates	PARINV	619.451	1	619.451	5.250	.022	-1.614
	Main Effects	Type of School	381.415	1	381.415	3.233	.073	
	Model		1000.866	2	500.433	4.241	.015	
	Residual		46371.124	393	117.993			
	Total		47371.990	395	119.929			

a. AGAIN by type of school with PARIINV
b. Covariates entered first

Table 16 (continued)

MCA[a]

				Predicted Mean		Deviation	
			N	Unadjusted	Adjusted for Factors and Covariates	Unadjusted	Adjusted for Factors and Covariates
AGAIN	Type of School	Theme School	91	-2.6044	-1.9871	-2.6094	-1.9921
		Traditional School	305	.7836	.5994	.7786	.5944

a. AGAIN by type of school with PARINV
PARINV = Parental Involvement
*Significance at or above level .05

when considered as a covariate factor without other variables interacting simultaneously. Further analysis of the data indicates that because there is a significant difference between student achievement and school type. These results indicate that traditional schools have better student achievement compared to theme schools. The results also

indicate that schools with lower parental involvement tend to have higher student achievement.

HO3: There is no significant difference between traditional and theme schools and student achievement in terms of effective school leadership.

An ANOVA was used to determine if there is any significant difference in theme schools and traditional schools as it related to effective school leadership and student achievement. The results of the ANOVA are shown in Table 17.

Table 17

Relationship Between Traditional and Theme Schools in Terms of Effective School Leadership and Student Achievement

ANOVA[a,b]

			Hierarchical Method					
			Sum of Squares	df	Mean Square	F	Sig.	B
AGAIN	Covariates	ESLDRSHP	12.447	1	12.447	.105	.756	.182
	Main Effects	Type of School	911.659	1	911.659	7.679	.006	
	Model		924.106	2	462.053	3.892	.021	
	Residual		46422.830	391	118.728			
	Total		47346.937	393	120.476			

Table 17 (continued)

				MCA[a]			
				Predicted Mean		Deviation	
			N	Unadjusted	Adjusted for Factors and Covariates	Unadjusted	Adjusted for Factors and Covariates
AGAIN	Type of School	Theme School	90	-2.6667	-2.8795	-2.6540	-2.8668
		Traditional School	304	.7730	.8360	.7857	.8487

a. AGAIN by type of school with ESLDRSHP
ESLDRSHP = Effective School Leadership
*Significance at the .05 confidence level (95% probability)

The ANOVA test shown in Table 17 yielded a F-Ratio of 0.105 with a significance value of 0.746. At the 0.05 level of significance, the F-Ratio did not equal or exceed the predetermined value in order to reject the null hypothesis. Therefore, the null hypothesis is accepted. The data show that there is a significant difference between traditional and theme schools in terms of student achievement. However, effective school leadership does not have a significant influence on student achievement in terms of theme and traditional schools.

HO4: There is no significant relationship between traditional and theme schools and student achievement in terms of effective teaching.

An ANOVA was used to determine if there is any significant difference in theme schools and traditional schools as it relates to effective teaching and student achievement. The results of the ANOVA are shown in Table 18.

Table 18

Relationship Between Traditional and Theme Schools in Terms of Effective Teaching and Student Achievement

ANOVA[a,b]

Hierarchical Method

			Sum of Squares	df	Mean Square	F	Sig.	B
AGAIN	Covariates	ETCHING	72.177	1	72.177	.608	.436	.632
	Main Effects	Type of School	885.302	1	885.302	7.462	.007	
	Model		957.480	2	478.740	4.035	.018	
	Residual		46389.457	391	118.643			
	Total		47346.937	393	120.476			

a. AGAIN by type of school with ETCHING
ETCHING = Effective Teaching
*Significance at the .05 confidence level (95% probability)

MCA[a]

				Predicted Mean		Deviation	
			N	Unadjusted	Adjusted for Factors and Covariates	Unadjusted	Adjusted for Factors and Covariates
AGAIN	Type of School	Theme School	90	-2.6667	-2.7838	-2.6540	-2.7711
		Traditional School	304	.7730	.8077	.7857	.8204

a. AGAIN by type of school with ETCHING
ETCHING = Effective Teaching
*Significance at the .05 confidence level (95% probability)

HO5: There is no significant difference between traditional and theme schools and student achievement in terms of student performance.

An ANOVA was used to determine if there is any significant difference in theme schools and traditional schools as it relates to student performance and student achievement. The results of the ANOVA are shown in Table 19.

An ANOVA test shown in Table 19 yielded a F-Ration of .270 with a significance value of 0.603. At the 0.05 level of significance this F-Ratio did not equal or exceed the predetermined value in order to reject the null hypothesis. Therefore, the null hypothesis is accepted. The data show that there is a significant difference between traditional and theme schools in terms of student achievement. However, student performance does not have a significant influence on that difference.

Table 19

Relationship Between Traditional and Theme Schools in Terms of Student Performance and Student Achievement

ANOVA[a,b]

Hierarchical Method

			Sum of Squares	df	Mean Square	F	Sig.	B
AGAIN	Covariates	THESCHS	31.981	1	31.981	.270	.603	.394
	Main Effects	Type of School	963.740	1	963.740	8.142	.005	
	Model		995.721	2	497.860	4.206	.016	
	Residual		46162.025	390	118.364			
	Total		47157.746	392	120.300			

Table 19 (continued)

				MCA[a]			
				Predicted Mean		Deviation	
			N	Unadjusted	Adjusted for Factors and Covariates	Unadjusted	Adjusted for Factors and Covariates
AGAIN	Type of School	Theme School	88	-2.6023	-3.0265	-2.6277	-3.0520
		Traditional School	305	.7836	.9060	.7582	.8806

a. AGAIN by type of school with THESCHS
THESCHS = Student Performance
*Significance at the .05 confidence level (95% probability)

HO6: There is no significant difference between traditional and theme schools and student achievement in terms of free and reduced lunch.

An ANOVA was used to determine if there is any significant difference in theme schools and traditional schools as it relates to free and reduced lunch and student Achievement. The results of the ANOVA are shown in Table 20.

The ANOVA test shown in Table 20 yielded a F-Ratio of 11.362 with a significance value of -.001. At the 0.05 level of significance, this F-Ratio did not equal or exceed the predetermined value in order to reject the null hypothesis. Therefore, the null hypothesis is rejected. The data show that there is a significant difference between traditional and theme schools in terms of student achievement, and that the percentage of students on free and reduced lunch does have a significant influence on student achievement in terms of theme and traditional schools. This means that the higher percentages of free and reduced lunch students have lower student achievement.

Table 20

Relationship Between Traditional and Theme Schools in Terms of Free and Reduced Lunch and Student Achievement

ANOVA[a,b]

Hierarchical Method

			Sum of Squares	df	Mean Square	F	Sig.	B
AGAIN	Covariates	FRL	1157.251	1	1157.251	11.362	-.001	-.102
	Main Effects	Type of School	6251.554	1	6251.554	61.376	.000	
	Model		7408.805	2	3704.403	36.369	.000	
	Residual		40131.628	394	101.857			
	Total		47540.433	396	120.052			

MCA[a]

				Predicted Mean		Deviation	
			N	Unadjusted	Adjusted for Factors and Covariates	Unadjusted	Adjusted for Factors and Covariates
AGAIN	Type of School	Theme School	91	-2.6044	-10.6796	-2.6422	-10.7173
		Traditional School	306	.8235	3.2250	.7857	3.1872

a. AGAIN by type of school with ESLDRSHP
FRL = Free and Reduced Lunch
*Significance at or above level .05

HO7: There is no significant difference between traditional and theme schools and student achievement in terms of family income, marital status, parent's education, parent's age, and free and reduced lunch.

An ANOVA was used to determine if there is any significant difference in theme schools and traditional schools as it relates to family income, marital status, parent's

education, parent's age, free and reduced lunch, and student achievement. The results of the ANOVA are shown in Table 21.

Table 21

Relationship Between Traditional and Theme Schools in Terms of Demographic Variables and Student Achievement

ANOVA[a,b]

			Hierarchical Method					
			Sum of Squares	df	Mean Square	F	Sig.	B
AGAIN	Covariates	(Combined)	236.134	4	59.034	.506	.731	
		Family Annual Income	169.655	1	169.655	1.455	.229	-.351
		Marital Status	50.749	1	50.749	435	.510	.796
		Parent's Age	6.223	1	6.223	.053	.817	.197
		Parent's Education	9.508	1	9.508	.082	.775	.166
AGAIN	Main Effects	Type of School	678.918	1	678.918	5.824	.016	
	Model		915.053	5	183.011	1.570	.169	
	Residual		32872.694	282	116.570			
	Total		33787.747	287	117.727			

a. AGAIN by type of school with family annual income, marital status, parent's age, and parent's Education
b. Covariates entered first

MCA[a]

				Predicted Mean		Deviation	
			N	Unadjusted	Adjusted for Factors and Covariates	Unadjusted	Adjusted for Factors and Covariates
AGAIN	Type of School	Theme School	61	-2.5738	-2.7868	-3.1953	-3.4083
		Traditional School	227	1.4802	1.5374	.8586	.9159

a. AGAIN by type of school with family annual income, marital status, parent's age, and parent's education
* Significance at the .05 confidence level (95% probability)

The ANOVA test shown in Table 21 did not yield any significant difference. At the 0.05 level of significance, this F-Ratio did not equal or exceed the predetermined value in order to reject the null hypothesis. Therefore, the null hypothesis is accepted. This means that there is no significant difference between traditional and theme schools in terms of family income, parent's education, parent's age, and marital status with respect to student achievement.

Results of Factor Analysis

HO8: In a Factor analysis of all variables—parental involvement, effective school leadership, effective teaching, student performance, family income, marital status, parent's age, parent's education, free and reduced lunch, and school type—there will be an association with student achievement.

A Factor analysis was used to determine if there were any variables with which student achievement is associated. The Factor analysis design assumes that all variables are independent unlike the Regression analysis, which defines student achievement as the dependent variable. The results of the Factor analysis are shown in Table 22.

The results of the Factor analysis in Table 22 indicate that none of the variables are placed in Factor 4 with the variable student achievement. This means that when the variables are interacting simultaneously and all variables are treated independently, that parental involvement, effective school leadership, effective teaching, student performance, family income, marital status, parent's age, parent's education, free and

Table 22

Factor Analysis – Rotated Component Matrix[a]

	Component			
	1	2	3	4
FRL	.895			
School Type (Theme = 1; Traditional = 2)	.858			
PARINV	-.413			
Marital Status		.781		
Family Annual Income		.675		
Parent's Education		.521		
THESCHS		.503		
Parent's Age		.467		
ETCHING			.870	
ESLDRSHP			.828	
AGAIN				.949

FRL = % of Students on Free and Reduced Lunch
PARINV = Parental Involvement
THESCHS = Student Performance
ETCHING = Effective Teaching
ESLDRSHP = Effective School Leadership

*Significant at the 0.5 confidence level (95% probability)

Extraction Method: Principal Component Analysis
Rotation Method: Varimax with Kaiser Normalization
a. Rotation converged in 6 iterations

reduced lunch, and school type do have a significant association with student achievement. These underlying variables or factors explain the pattern of correlations

and explain most of the variance observed in a much larger number of manifested variables.

Results of Regression Analysis

HO9: There is a relative impact of each of the independent variables on student achievement.

Hypothesis 9 was tested using a Stepwise Multiple Regression to determine if a significant relationship exists between student achievement, the dependent variable, and the independent and moderating variables: Parental Involvement, Effective School Leadership, Effective Teaching, Student Performance, School Type, Family Income, Parent's Education, Parent's Age, Marital Status, and Free and Reduced Lunch. The Multiple Regression is used to test the design model where Student Achievement is the dependent variable and other variables are treated as independent variables. This model is also used to determine which of the independent variables are predictors of Student Achievement. The results are displayed in Tables 23 and 24.

Table 23

Regression for the Relationship Between Student Achievement and the Independent and Moderating Variables

	Unstandardized Coefficients		Standardized Coefficients			
Model	B	Std. Error	Beta	Std. Error	t	Sig.
(Constant)	1.394	2.977			.468	.640
School Type	13.288	2.080	.496	.078	6.387	.000
Free and Reduced Lunch	-.326	.051	-.496	.078	-6.386	.000

a. Dependent Variable: AGAIN

Table 24

Multiple Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	1.147[a]	.022	.018	10.7885
2	.382[b]	.146	.139	10.0996

a. Predictors: (Constant), School Type
b. Predictors: (Constant), School Type, Free and Reduced Lunch

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	722.805	1	722.805	6.210	.013[a]
	Residual	32822.561	282	116.392		
	Total	33545.366	283			
2	Regression	4883.013	2	2441.507	23.936	.000[b]
	Residual	28662.353	281	102.001		
	Total	33545.366	283			

a. Predictors: (Constant), School Type
b. Predictors: (Constant), School Type, Free and Reduced Lunch
c. Dependent Variable: AGAIN

*Significant at the .05 confidence level (95% probability)

Note: Variables not in equation: Parental Involvement, Effective School Leadership, Effective Teaching, Student Performance, Family Income, Marital Status, Parent's Age, and Parent's Education

The results of the regression indicate that the percentage of students on free and reduced lunch and school type are predictors of student achievement and have some

significant influence on student achievement. It should be noted that student achievement and free and reduced lunch have an inverse significant relationship.

The data indicate that free and reduced lunch and school type have a significant influence on predicting student achievement. The Multiple R is 0.382. The R^2 is 0.146. The F-Ratio of 23.936 is significant at the $p=0.000 < 0.05$ level indicating that there is some significant relationship with student achievement, school type, and free and reduced lunch. It should be noted that there is unexplained influence on student achievement. It should also be noted that in Hypotheses 1 and 2, which indicates that parental involvement has a significant association with student achievement, unlike the Regression, the distinctions exist in that the Pearson Correlation and the Analysis of Variance procedure (ANOVA) treat the variables as all independent variables unlike the Multiple Regression that assumes a dependent variable. Also to be considered is the fact that Multiple Regression tests dependency with all variables interacting simultaneously unlike the other statistics used. When student achievement is treated as the dependent variable and all variables are entered simultaneously, parental involvement does not have a significant association with student achievement.

Summary

This chapter presented the statistical analysis of the data obtained by comparing the responses of 397 parents from 13 schools in a metropolitan school district in Georgia. The nine hypotheses of the study were tested using the Statistical Package for the Social Sciences (SPSS), and the procedures used were Frequency, Pearson Correlation, ANOVA, Factor analysis, and the Regression statistical procedures.

The results indicate that there is a significant difference between traditional and theme schools in terms of student achievement, and that parental involvement does not have a significant influence on student achievement in terms of theme and traditional schools. However, the data do show that there is an inverse relationship in student achievement and parental involvement and the relationship is not just relative to school type. This means that the more parental involvement in a school, the lower student achievement. The data show that there is a significant difference between traditional and theme schools in terms of student achievement. However, effective school leadership does not have a significant influence on student achievement in terms of theme and traditional schools. In addition, the data show that there is no significant relationship in student achievement and effective school leadership. The data show that there is a significant difference between traditional and theme schools in terms of student achievement. However, effective teaching does not have a significant influence on student achievement in terms of theme and traditional schools. In addition, the data show that there is no significant relationship in student achievement and effective teaching. The data reveal that there is a significant difference between traditional and theme schools in terms of student achievement. However, student performance does not have a significant influence on student achievement in terms of theme and traditional schools. In addition, the data show that there is no significant relationship in student achievement and student performance. The data reveal that the higher the percentage of students on free and reduced lunch, the lower student achievement. The results show that there is no significant difference between traditional and theme schools with respect to family

income, parent's education, parent's age, and marital status; however, there is with student achievement. The results indicate that there is no correlation between student achievement and family income, parent's education, parent's age, and marital status.

The parental involvement response indicates that parents sometimes to most times consistently help their children with homework, communicating with teachers about their child's progress, volunteering at school, working with PTA committees, and attending PTA meetings. The effective school leadership response indicates that parents most times perceive that mental and physical effort to coordinate diverse activities to achieve desired results occurs in the school. The effective teaching response indicates that parents perceive that positive teachers are demonstrating the qualities of caring, empathy, respect, and fairness in relationship with their child's interest. The student performance response indicates that parents perceive in most cases that their child completes homework, performs at his or her ability, attends school almost every day, and receives A and B grades.

The median family income is $31,000 to $40,000. About half of the children live with both parents. The median parent's education is a trade school or community college education. The median age of parents is 36 to 45 years of age. The median percentage of students eligible for free and reduced lunch is 80.73% of all students. The student achievement mean gain score was .03778, which indicates that there is minuscule (.0378?%) percentage increase in the number of students meeting or exceeding reading standards from 2001 to 2003.

In the beginning of this chapter the researcher indicated that the focus of this study was to investigate the relationship of student achievement and parental involvement, effective school leadership, effective teaching, student performance, and socioeconomic status of parents. A Multiple Regression was performed to determine if any variables used in this study were capable of predicting the outcome of student achievement. The results show that the free and reduced lunch and the school type have some predictability of student achievement. Further review of the data shows that the association with free and reduced lunch and student achievement is an inverse relationship. The results of the Multiple Regression also indicate that there is a significant unexplained variance in student achievement, which means that there are other variables or factors that also have an effect or influence on predicting student achievement.

Chapter VI presents the findings, conclusions, implications, and recommendations based on the results of this study.

CHAPTER VI

FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The focus of this study was to determine the relationship among student achievement and parental involvement, school leadership, effective teaching, student performance, school type and socio economic status of parents. This chapter presents an analysis of data obtained from 13 schools in a metropolitan school district in Georgia—2 theme schools and 11 traditional schools. The Georgia Criterion-Referenced Tests (CRCT) Reading scores for 2001-2002 and 2002-2003 were used to measure student achievement, and information regarding the percentage of students on free and reduced lunch was used to classify a school's socioeconomic status. The independent variables used were Parental Involvement, Effective School Leadership, Effective Teaching, Student Performance, School Type, Family Annual Income, Marital Status, Parent's Age, and Parent's Education.

Findings

The research examined nine hypotheses in order to determine the difference between parental involvement, school leadership, effective teaching, student performance, and socioeconomic status and their impact on student achievement. The effects of the independent variables— Family Annual Income, Marital Status, Parent's Age, and Parent's Education—were also analyzed to determine if there was a significant

difference on parents' perceptions in Traditional and Theme schools. The researcher utilized the Pearson Correlation, Analysis of Variance (ANOVA), Factor analysis, and Multiple Regression to test the hypotheses and to identify the main effects of the independent variables on the dependent variables.

Parents indicated that they sometimes to most times consistently help their children with homework, communicate with teachers about their child's progress, volunteer at school, work with PTA committees and attend PTA meetings. The results of Effective School Leadership indicate that most times parents perceive mental and physical efforts to coordinate diverse activities to achieve desired results in school. The results also indicate that parents perceive the most positive teachers demonstrate the qualities of caring, empathy, respect, and fairness in relationship with their child. Student Performance indicates that most of the time parents perceive that their child completes in most cases that their child completes homework, performs at his or her ability, attends school almost every day, and receives A and B grades.

The results indicate that there is a significant difference between Traditional and Theme schools as related to of Student Achievement, and that Parental Involvement does have a significant influence on Student Achievement in Theme and Traditional schools when considered as a factor by itself. However, the data show that there is an inverse relationship in Student Achievement and Parental Involvement and it is not relative to school type. This indicates that the more Parental Involvement in a school, the lower Student Achievement. The data show that there is a significant difference between Traditional schools and Theme schools as related to Student Achievement. Effective

School Leadership has a significant influence on Student Achievement as related to Theme schools and Traditional schools. In addition, the data show that there is no significant relationship in Student Achievement and Effective School Leadership. The data show that there is a significant difference between Traditional and Theme schools as related to Student Achievement. The data indicate that Effective Teaching does not have a significant influence on Student Achievement as related to Theme and Traditional schools. In addition, the data show that there is no significant relationship in Student Achievement and Effective Teaching. The data indicate there is a significant difference between Traditional and Theme schools in terms of Student Achievement. The data further indicate that Student Performance has a significant influence on Student Achievement as related to Theme and Traditional schools. In addition, the data show that there is no significant relationship in Student Achievement and Student Performance. The data also indicate that the higher the percentage of Free and Reduced Lunch students a school has, the lower Student Achievement. The results show that there is no significant difference between Traditional and Theme schools with respect to Family Income, Parent's Education, Parent's Age, and Marital Status; however, there is with Student Achievement. The results indicate that there is no correlation between Student Achievement and Family Income, Parent's Education, Parent's Age, and Marital Status.

The Parental Involvement response indicates that parents sometimes to most times consistently help their children with homework, communicating with teachers about their child's progress, volunteering at school, work with PTA committees, and attend PTA meetings. The Effective School Leadership response indicates that parents most times

perceive that mental and physical effort to coordinate diverse activities to achieve desired results occurs in the school. The Effective Teaching response indicates that parents perceive that positive teachers are demonstrating the qualities of caring, empathy, respect, and fairness in relationship with their child's interest. The student performance response indicates that parents perceive in most cases that their child completes homework, performs at his/her ability, attends school almost every day, and receives A and B grades.

The results show that the Free and Reduced Lunch and School Type have some predictability of Student Achievement with Free and Reduced Lunch having an inverse relationship. The results of the Multiple Regression also indicate that there is a significant unexplained variance in Student Achievement, which means that there are other variables or factors that also have an effect or influence on predicting Student Achievement.

HO1: There is no significant relationship between student achievement and parental involvement, effective school leadership, effective teaching, student performance, family income, marital status, parent age, parent education, free and reduced lunch, and school type.

The hypothesis was rejected. This means that the School Type correlates with student achievement, and that Free and Reduced Lunch and Parental Involvement have an inverse significant correlation with Student Achievement. Further analysis of the data indicates that because Student Achievement and School Type have a significant relationship. School Type consists of two types

of schools: Theme schools, coded as 1, and Traditional schools coded numerically as 2. These results indicate that Traditional schools have better Student Achievement compared to Theme schools. The results also indicate that schools with lower percentages of students on Free and Reduced Lund and low Parental Involvement tend to have higher Student Achievement. However, the data do not show a cause and effect. The following variables did have a significant correlation with Student Achievement: Effective School Leadership, Effective Teaching, Student Performance, Family Income, Marital Status, Parent's Age, and Parent's Education.

HO2: There is no significant difference between traditional and theme schools' student achievement in terms of parental involvement.

An ANOVA was used to determine if there is any significant difference in Theme schools and Traditional schools as it relates to Parental Involvement and Student Achievement. This hypothesis was accepted. The data show that there is a significant difference between Traditional and Theme schools in terms of Student Achievement, and that parental Involvement does have a significant influence on Student Achievement in terms of Theme and Traditional schools when considered as a covariate factor without other variables interacting simultaneously. Further analysis of the data indicates that there is a significant difference between Student Achievement and School Type, being that School Type consists of two types of schools: Theme schools, coded as 1 and Traditional schools coded numerically as 2. The results indicate that Traditional schools

have better Student Achievement compared to Theme schools. The results also indicate that schools with lower Parental Involvement tend to have higher Achievement.

HO3: There is no significant difference between traditional and theme schools and student achievement in terms of effective school leadership.

An ANOVA was used to determine if there is any significant difference in Theme schools and Traditional schools as it relates to Effective School Leadership and Student Achievement. This hypothesis was accepted. The data show that there is a significant difference between Traditional and Theme schools in terms of Student Achievement. However, Effective School Leadership does not have a significant influence on Student Achievement in terms of Theme and Traditional schools.

HO4: There is no significant relationship between traditional and theme schools and student achievement in terms of effective teaching.

An ANOVA was used to determine if there is any significant difference in Theme schools and Traditional schools as it relates to Effective Teaching and Student Achievement. The hypothesis was accepted. The data show that there is a significant difference between Traditional and Theme schools in terms of Student Achievement. However, Effective Teaching does not have a significant influence on Student Achievement in terms of Theme and Traditional schools.

HO5: There is no significant difference between traditional and theme schools and student achievement in terms of student performance.

An ANOVA was used to determine if there is any significant difference in Theme schools and Traditional schools as it relates to Student Performance and Student Achievement. The hypothesis was accepted. The data show that there is a significant difference between Traditional and Theme schools in terms of Student Achievement. However, Student Performance does not have a significant influence on that difference.

HO6: There is no significant relationship between traditional and theme schools and student achievement in terms of free and reduced lunch.

An ANOVA was used to determine if there is any significant difference in Theme schools and Traditional Schools as it relates to Free and reduced Lunch and Student Achievement. The hypothesis is rejected. The data show that there is a significant difference between Traditional and Theme schools in terms of Student Achievement, and that the percentage of students on Free and Reduced Lunch does have a significant influence on Student Achievement in terms of Theme and Traditional schools. This means that the higher percentages of Free and Reduced Lunch students have lower Student Achievement.

HO7: There is no significant difference between traditional and theme schools and student achievement in terms of family income, marital status, parent's education, parent's age, and free and reduced lunch.

An ANOVA was used to determine if there is any significant difference in Theme schools and Traditional schools as it relates to Family Income, Marital Status, Parent's

Education, Parent's Age, Free and Reduced Lunch, and Student Achievement. The hypothesis was accepted. This means that there is no significant difference between Traditional and Theme schools in terms of Family Income, Parent's Education, Parent's Age, and Marital Status with respect to Student Achievement.

HO8: In a factor analysis of all variables—parental involvement, effect school leadership, effective teaching, student performance, family income, marital status, parent's age, parent's education, free and reduced lunch, and school type—there will be an association with student achievement.

The results show that there were not variables in the same factor as Student Achievement. The hypothesis was rejected. This means that when the variables are interacting simultaneously and all variables are treated independently, Parental Involvement, Effective School Leadership, Effective Teaching, Student Performance, Family Income, Marital Status, Parent's Age, Parent's Education, Free and Reduced Lunch, and School Type do have a significant association with Student Achievement.

HO9: There is a relative impact of each of the independent variables on student achievement.

Hypothesis 9 was tested using a Stepwise Multiple Regression to determine if a significant relationship exists between Student Achievement the dependent variable, and the independent and moderating variables: Parental Involvement, Effective School Leadership, Effective Teaching, Student Performance, Family Income, Parent's Education, Parent's Age, and Marital Status. The Multiple Regression is used to test the

design model where Student Achievement is the dependent variable and all other variables are treated as independent variables. This model is used to determine which of the independent variables are predictors of Student Achievement. The hypothesis was accepted.

The results of the Regression indicate that the percentages of students on Free and Reduced Lunch and School Type are predictors of Student Achievement and have some significant influence on Student Achievement. It should be noted that Student Achievement and Free and Reduced Lunch have an inverse significant relationship, and that Traditional schools have higher Student Achievement.

Although Free and Reduced Lunch and School Type are significant predictors, there are other undetermined predictors that would have a more significant influence on Student Achievement. One should note that in Hypotheses 1 and 2, which indicated that Parental Involvement had a significant association with Student Achievement unlike the Regression, the distinctions exist in that the Pearson Correlation and the Analysis of Variance procedure (ANOVA) treat the variables as all independent variables unlike the Multiple Regression that assumes a dependent variable. One also has to consider that Multiple Regression tests dependency with all variables interacting simultaneously unlike the other statistics used. When Student Achievement is treated as the dependent variable and all variables are entered simultaneously, Parental Involvement does not have a significant association with Student Achievement.

Conclusions

Five of the nine hypotheses were accepted that compared the perceptions of Theme and Traditional school parents in regards to student academic achievement in terms of parental involvement, school leadership, effective teaching, student performance, school type and socio economic status of parents. The results show that there is a significant difference in theme and traditional schools in terms of student achievement. However, the results indicate that the variables—Effective School Leadership, Effective Teaching, Student Performance, Family Income, Parent's Education, Parent's Age, and Marital Status—do not have a significant association with student achievement in terms of Theme and Traditional schools. The results show that theme schools for every variable except Free and Reduced Lunch and Student Achievement have a more positive mean.

Hypothesis 7 was designed to determine if there existed any difference in the perceptions of parents of theme and traditional schools in terms of Family Income, Parent's Education, Parent's Age, and Marital Status. The results indicate that there is no significant association in terms of Family Income, Parent's Education, Parent's Age, and Marital Status of either theme or traditional schools in regards to Student Achievement.

Hypothesis 9 was designed to determine if student achievement used as a dependent variable would be a predictor of student achievement. The results show that Free and Reduced Lunch and School Type are predictors of Student Achievement. Further review of the results indicates that Free and Reduced Lunch and School Type of both the theme and traditional schools have an association with student achievement.

Implications

Based on the findings and conclusions of this study, the following implications can be drawn:

1. Parental involvement may not be a significant factor in influencing student achievement, particularly when other more powerful factors are at play. Hence schools should not look to parental involvement as a basis for improving student achievement, but as a way to improve the quality of teaching to meet the needs of low socioeconomic students.
2. Administrators did not create solutions based on the problem nor did they understand the causes of student achievement.
3. An analysis (or study) is required to determine what aspects of the traditional school are productive and what aspects are not productive in terms of student achievement. A plan should be developed to improve those aspects of traditional schools that are not functioning appropriately.

Recommendations

1. Conduct a more controlled study that would measure the quantity and quality of parent involvement in their child's education.
2. Collect information to explain the design processes of the Theme schools since they are not contributing to student achievement.

3. Conduct studies to determine the impact of major social and educational changes on student achievement and to determine problems that may serve as barriers in the attempt to pursue excellence.
4. Study alternative measures of achievement other than the Georgia CRCT for students of low socioeconomic status.
5. Study other factors such as teaching and learning in the classroom for explaining student achievement.
6. Administrators need to first determine the cause of low student achievement—what aspects are supportive and what aspects are not supportive—to enhance learning for all students.
7. Examine Theme schools to determine if they are only serving a small segment of the population and therefore, not able serve all student needs. Further to examine whether money spent in Theme schools would not be better spent in Traditional schools.
8. Regarding Free and Reduced Lunch Status, where the majority of students in the South are of low SES, plans are necessary to reform the structure to meet the needs of the students to counteract the negative social environment.

Summary

Educators tend to associate high student achievement in schools with the active roles of the parents in child's education. As many would suggest, a child's success in school is affected by the degree to which his or her parents are actively involved in the child's education. The focus of this study was to determine the relationship among

student achievement and parental involvement, school leadership, effective teaching, student performance, and socioeconomic status of parents. In this particular study the results do not support the hypothesis that parental involvement has a significant determinative effect on student achievement. However, it does show that Free and Reduced Lunch and School Type both socioeconomic factors have a significant association with student achievement.

The Rand Corporation (1994) reported parent's level of education was the most important factor affecting student achievement. Results from the study also showed that education and income levels influence parental strategies used to nurture literacy acquisition in their young children. In this study income was significantly related to student achievement but when school type was put into the equation income did not have such influence. However, Free and Reduced Lunch remained a predictor, meaning that free and reduced Lunch Status was negatively related to Student Achievement. Although other research results have indicated significant relationships between student achievement and the parental involvement typologies of volunteering, learning at home, decision-making, and collaborating with the community, this has not been demonstrated in this population. Some prior research has shown relationships between student achievement and parental involvement in conjunction with income levels. This study does not support that parental involvement aspect, but does support income in the sense of Free and Reduced Lunch status of students. Therefore, it is Free and Reduced Lunch status that is related to Student Achievement, and not Parental Involvement. It can be argued from the results of this study that parental involvement does not have a relative

effect on student achievement and in particular the fourth grade Criterion Referenced Competency Tests. Although supported by other research done in this area, parental involvement, effective teaching, student performance, and school leadership do not appear to have any significant influence on student achievement from the results indicated in this study.

The comparison of the theme and traditional schools parents' responses indicate that there is a significant difference in terms of Parental Involvement, Effective Teaching, Student Performance, School Leadership, Family Income, Parent Education, Parent Age, and Marital Status. Theme schools had a higher level of Parental Involvement, Effective Teaching, School Leadership, Student Performance, Family Income, Parent Education, Parent Age, and Marital Status. The only area in which theme schools had a lower level or mean is Free and Reduced Lunch and Student Achievement.

This study could add to the body of knowledge in the area of parental involvement as related to student achievement in Traditional Schools and Theme Schools. The research show that there are other significant factors that could be used as a resource in further studies in the areas of parental involvement, school innovative programs, school organization, principal's leadership style and the effect on student achievement.

APPENDIX A

Special Features of Theme Schools and Traditional Schools

Special Features of Theme Schools	**Features of Traditional Schools**
Required parent involvement	Volunteer parent involvement
Emphasis on core subjects	Emphasis on curriculum / QCC
High academic standards	High expectations requested
Exposure to a foreign language	Foreign language optional
Strict conduct code	Conduct code required
Required uniform/strict dress code	Optional uniform
Emphasis on critical thinking	Emphasis on QCC objectives
Computerized reading program	Computerized instruction
Emphasis on problem solving	Accelerated Reader Program
Required summer reading/math	Optional summer activities
Tutorial programs	Tutorial programs
Agenda planners	Optional agenda planners
Instructional counseling	Counseling
Required challenging homework	Homework
	Early Intervention Program
	Gifted
	America's Choice-Selected Schools
	Title I Reading-Math
Teaching Methods	**Teaching Methods**
Activity-based instruction	Lecture-worksheet instruction
Interdisciplinary instruction	Subjects taught in isolation
Technology-based instruction	Technology
Cooperative learning	Cooperative learning
Active discussions	Discussions
	Games

Theme school activities support and encourage greater family involvement than traditional schools. Children try harder and achieve more at school when parents get involved in their education (Epstein, 1995).

APPENDIX B

2002-2003 PARENTS' Opinions About SCHOOLING SURVEY

Directions: Please circle only one response for each item from the following possible responses. Return the completed survey to your child's school tomorrow. Thank you for your cooperation.

1 = Never	2 = A Little	3 = Sometimes	4 = Most Times	5 = Always

I. Parental Participation

1. My child gets help at home in doing homework	1	2	3	4	5
2. I attend parent and teacher conferences about my child's progress.	1	2	3	4	5
3. Family members or I talk to my child about the books we have read.	1	2	3	4	5
4. Family members or I talk to my child about science.	1	2	3	4	5
5. My child likes to see programs on public television or Discovery channel.	1	2	3	4	5
6. My family members or I get my child to use the public library.	1	2	3	4	5
7. Family members or I volunteer for various school activities.	1	2	3	4	5
8. Family members or I participate in various school activities (career day, reading club, graduation) when invited.	1	2	3	4	5

Appendix B (continued)

II. School Administrators

9. Listen to me and accept my suggestions for school improvement.	1	2	3	4	5
10. Get teachers to treat my child with respect.	1	2	3	4	5
11. Get teachers to use methods to help my child succeed.	1	2	3	4	5

III. My Child's Teacher

12. Listens to me and accepts my suggestions.	1	2	3	4	5
13. Treats my child with respect.	1	2	3	4	5
14. Wants my child to achieve highly.	1	2	3	4	5
15. Teaches by a method that helps my child learn..	1	2	3	4	5
16. Uses lectures or worksheets most or all of the time.	1	2	3	4	5
17. Involves my child in learning activities most or all of the time.	1	2	3	4	5
18. Involves my child in using the computer to learn reading and math.	1	2	3	4	5
19. Gets my child to learn about different cultures.	1	2	3	4	5
20. Values or displays my child's work in class or hallways.	1	2	3	4	5
21. Shows me how to help my child do homework.	1	2	3	4	5

IV. My Child

22. Attends school almost every day.	1	2	3	4	5
23. Gets mostly A and B grades.	1	2	3	4	5

Appendix B (continued)

24. Performs at or above his/her ability.	1	2	3	4	5
25. Always completes homework.	1	2	3	4	5

V. Demographics - Please check the appropriate black

26. My family income annually is:

(a) _____ $12,000 or less
(b) _____ $13,000 to $20,000
(c) _____ $21,000 to $30,000
(d) _____ $31,000 to $40,000
(e) _____ $41,000 to $50,000
(f) _____ $51,000 to $60,000
(g) _____ $61,000 to $70,000
(h) _____ More than $71,000

27. My child lives with: (a) ___ Guardian (b) ___ One Parent (c) ___ Both Parents

28. Select Age:

(a) _____ 18-25
(b) _____ 26-35
(c) _____ 36-45
(d) _____ Over 45

29. Select Education:

(a) _____ Elementary
(b) _____ High School
(c) _____ High School Diploma
(e) _____ Trade School/Community College
(d) _____ College Degree
(f) _____ Higher Degrees (Professional, MA, PH.D.)

Thank you for your assistance.
Judy Broughton

APPENDIX C

Parent Informed Consent Letters

May 19, 2003

Dear Parents:

I am an Assistant Principal in the DeKalb County School System, and a graduate student at Clark Atlanta University. I am conducting research on parents' opinions about schooling for a university degree. I am, therefore, interested in your opinions from a purely research basis, and hence the data you provide is completely anonymous. All research will be conducted according to the guidelines in the attached **Privacy Notice**. The results will be provided as group data, and no parent can be identified. The findings will provide recommendations for improvement in the school system, and hence it is important that all parents complete the questionnaire.

I am grateful for your consideration and assistance in taking time off your busy schedule to complete the attached questionnaire. Please feel free to contact me at (678) 874-1212 if you have questions.

Sincerely,

Ms. Broughton

Appendix C (continued)

No Child Left Behind Act of 2002
HATCH AMENDMENT

Sec. 123h-Protection of Pupil Rights

(a) Inspection of Instructional materials by parents or guardians
All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children. The DeKalb County School System extends this right to all participants in any research.

(b) Limits on surveys, analysis, or evaluations
No student shall be required, as part of ay applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning

- Political affiliations or beliefs of the student or the student's parent/guardian;
- Mental or psychological problems of the student or the student's family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program);

Without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent/guardian.

(c) Local policies concerning student privacy and parental access to information
It is the right of a parent of a student to inspect, upon the request of the parent, a survey created by a third party before the survey is administered or distributed by a school (or researcher) to a student

Requests by a parent for reasonable access to such surveys or related materials must be granted within a reasonable period of time after the request is received.

APPENDIX D

Parent Survey Responses

A = Always	M = Most Times	S = Sometimes	L = A Little	N = Never

Theme Schools					
	A	**M**	**S**	**L**	**N**
1. Help their children at home in doing homework	67	13	8	3	-
2. Attend conferences with me about their children's progress	77	5	1	4	3
3. Talk to their children about books they have read	47	31	9	4	-
4. Talk to their child about science	28	39	15	5	2
5. See that their children view programs on public television or Discovery channel	34	40	14	3	-
6. Get their children to use the public library	54	15	16	4	2
7. Volunteer for various school activities	56	15	10	6	3
8. Participate in various school activities (career day, reading club, graduation) when invited	57	15	12	5	2
9. Listen to parents and accept their suggestions for school improvement	28	33	16	5	5
10. Show me how to treat each child with respect	64	14	10	1	1
11. Show teachers how to use methods to help each child succeed	56	26	6	1	1

Appendix D (continued)

	A	M	S	L	N
12. Listen to and accept parents' suggestions for improving their children's performance	25	53	7	-	2
13. Treat each child with respect	63	18	7	1	-
14. Know each child is achieving highly	69	18	2	-	-
15. Use methods that help each child learn	58	20	10	-	-
16. Use lectures or worksheets to facilitate learning	17	20	21	24	5
17. Involve children in creative learning activities	57	24	9	-	-
18. Involve each child in using the computer to learn reading and math	57	20	9	2	-
19. Get each child to learn about different cultures	54	24	6	4	1
20. Value or display each child's work in class or hallways	58	23	2	4	-
21. Show each parent how to help his/her child do homework	24	25	16	18	6
22. Attend school almost every day	67	21	-	-	-
23. Get mostly A and B grades	64	16	7	1	-
24. Perform at or above his/her ability	68	12	6	2	-
25. Complete homework	69	14	4	1	-

Appendix D (continued)

Traditional Schools					
	A	**M**	**S**	**L**	**N**
1. Help their children at home in doing homework	141	86	58	14	5
2. Attend conferences with me about their children's progress	87	78	84	34	20
3. Talk to their children about books they have read	76	101	95	22	9
4. Talk to their child about science	44	80	115	42	19
5. See that their children view programs on public television or Discovery channel	130	86	54	23	11
6. Get their children to use the public library	71	88	88	36	20
7. Volunteer for various school activities	31	49	80	75	64
8. Participate in various school activities (career day, reading club, graduation) when invited	70	80	59	56	40
9. Listen to parents and accept their suggestions for school improvement	78	54	89	39	28
10. Show me how to treat each child with respect	138	80	38	25	17
11. Show teachers how to use methods to help each child succeed	120	90	52	24	13
12. Listen to and accept parents' suggestions for improving their children's performance	128	89	55	18	7
13. Treat each child with respect	176	71	38	12	4
14. Know each child is achieving highly	209	54	28	5	2
15. Use methods that help each child learn	171	82	38	4	3

Appendix D (continued)

	A	M	S	L	N
16. Use lectures or worksheets to facilitate learning	123	105	57	11	3
17. Involve children in creative learning activities	141	100	51	10	-
18. Involve each child in using the computer to learn reading and math	128	92	52	14	9
19. Get each child to learn about different cultures	115	88	69	16	5
20. Value or display each child's work in class or hallways	112	76	70	21	10
21. Show each parent how to help his/her child do homework	78	61	74	25	57
22. Attend school almost every day	212	73	15	3	2
23. Get mostly A and B grades	135	68	71	22	9
24. Perform at or above his/her ability	106	96	70	22	8
25. Complete homework	154	87	46	10	6

APPENDIX E

Letter Requesting Permission to Conduct Research

CLARK ATLANTA UNIVERSITY

Department of
Educational Leadership

April 3, 2003

Dr. Steve Pemberton
Coordinator of Research and Program Evaluation
DeKalb County Schools
3770 N. Decatur Road
Decatur, GA 30032-1099

Dear Dr. Pemberton:

I am writing as the chairperson of the Department of Educational Leadership requesting that you allow Ms. Judy Broughton to conduct dissertation research in the DeKalb County Schools. Ms. Broughton is at the dissertation stage in the doctoral program in Educational Leadership. The title of her study is "*Effects of Parental Involvement on Student Achievement: Traditional versus Theme Schools.*" I believe that Ms. Broughton's study will be a significant contribution to the knowledge base and the world of school practice.

Ms. Broughton's dissertation advisor has worked closely with her in the development of her topic and in the preparation of her research instruments. I feel certain that she is ready to proceed with data gathering during this phase of her research.

If you need additional information, please do not hesitate to call me (404) 880-6126. Thank you for your kind assistance.

Sincerely

Leslie T. Fenwick, Ph.D.
Chair, Educational Leadership

Ganga Persaud, Ph.D.
Dissertation Chair

LFT/TT/bc

223 JAMES P. BRAWLEY DRIVE, S.W. • ATLANTA, GEORGIA 30314-4391 • (404) 880-8000

Formed in 1988 by the consolidation of Atlanta University, 1865, and Clark College, 1869

APPENDIX F

District Letters of Research Acceptance

DeKalb County School System
3770 North Decatur Road
Decatur, GA 30032-1099
678-676-1200
www.dekalb.k12.ga.us

April 9, 2003

Ms. Judy A. Broughton
6850 Almont Cove
Stone Mountain, Georgia 30087

Reference: Research Proposal, *Effects of Parental Involvement on Student Achievement: Traditional Versus Theme School* (File No. 2003-240)

Dear Ms. Broughton:

This is to confirm receipt of your proposal to conduct research in the DeKalb County Public Schools. Our review process involves several phases and a committee review. However, before we can proceed with the revue process, we need a complete proposal. It will be necessary to provide the following items in order to complete your file for review:

- Signed *Local Site Approval Form* (signature of site administrator required or an e-mail from each site)

I anticipate responding to your request within three weeks from the time we have received all the required items for your file. Thank you for your patience as we work through our review. If I may provide further assistance in the meantime, please call me at 678.676.0023.

Sincerely,

Steve Pemberton, Ed.D.
Coordinator of Research and Program Evaluation

Cc:file
Proposalincomplete

Appendix F (continued)

DeKalb County School System
3770 North Decatur Road
Decatur, GA 30032-1099
678-676-1200
www.dekalb.k12.ga.us

May 8, 2003

Ms. Judy Broughton
6850 Almont Cove
Stone Mountain, Georgia 30087

Reference: Research Proposal, *Effects of Parental Involvement* on Student Achievement: *Traditional Versus Theme School* (File No. 2003-240)

Dear Ms. Broughton:

This letter is to advise you that your research proposal, ***Effects of Parental Involvement on Student Achievement: Traditional Versus Theme School*** **(File No. 2003-240), has been approved with Avondale, Clifton, Columbia, Cedar Grove, Dresden, Fairington, Glen Haven, Hambrick, Hawthorne, Jolly, Kelley Lake, Knollwood, Pine Ridge, Redan, Toney, and Marbut Theme Schools as the sites. The principals of these schools have agreed to cooperate with you on this project. A copy of this approval letter will be sent to them. Permission is given only for these sites.**

Please be advised that this approval is given for one year from the acceptance date. Should there be any addendums or administrative changes to the already approved protocol, they must also be submitted in writing to the Department of Research and Program Evaluation of the DeKalb County School System. Changes should not be initiated until written approval is received. Adverse events should be reported to the office as they occur. Further, should there be a need to extend this protocol, a written request for renewal must be submitted for approval at least one month prior to the anniversary date of the most recent approval and is the responsibility of the investigator.

Please forward a copy of your results to me when they are completed. Would you please provide us with some feedback on the research approval process by completing the enclosed survey and returning it in the enclosed postage paid envelope.

Best wishes for a successful research project. Please call me at 678.676.0023 if I may be of further assistance.

Sincerely,

S. Pemberton

Steve Pemberton, Ed.D., Coordinator
Department of Research and Evaluation

Enclosures

Cc: R. Zeigler, Principal, Marbut Theme School
L. Orr, Principal, Toney Elementary School
G. Moss, Principal, Redan Elementary School
B. Rucker, Principal, Pine Ridge Elementary School
C. Clark, Principal, Knollwood Elementary School
L. Woodard, Principal, Kelley Lake Elementary School
D. Hartsfield, Principal, Jolly Elementary School
M. Steele, Principal, Hawthorne Elementary School
E. Bogan, Principal, Hambrick Elementary School
G. Sims, Principal, Glen Haven Elementary School
R. Williams, Principal, Fairington Elementary School
D. White, Principal, Dresden Elementary School
V. Swinton, Columbia Elementary School
T. Moore, Principal, Clifton Elementary School
L. Owings, Principal, Avondale Elementary School
Z. Shakir-Khan, Principal, Cedar Grove Elementary School
File

Attach (1)

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